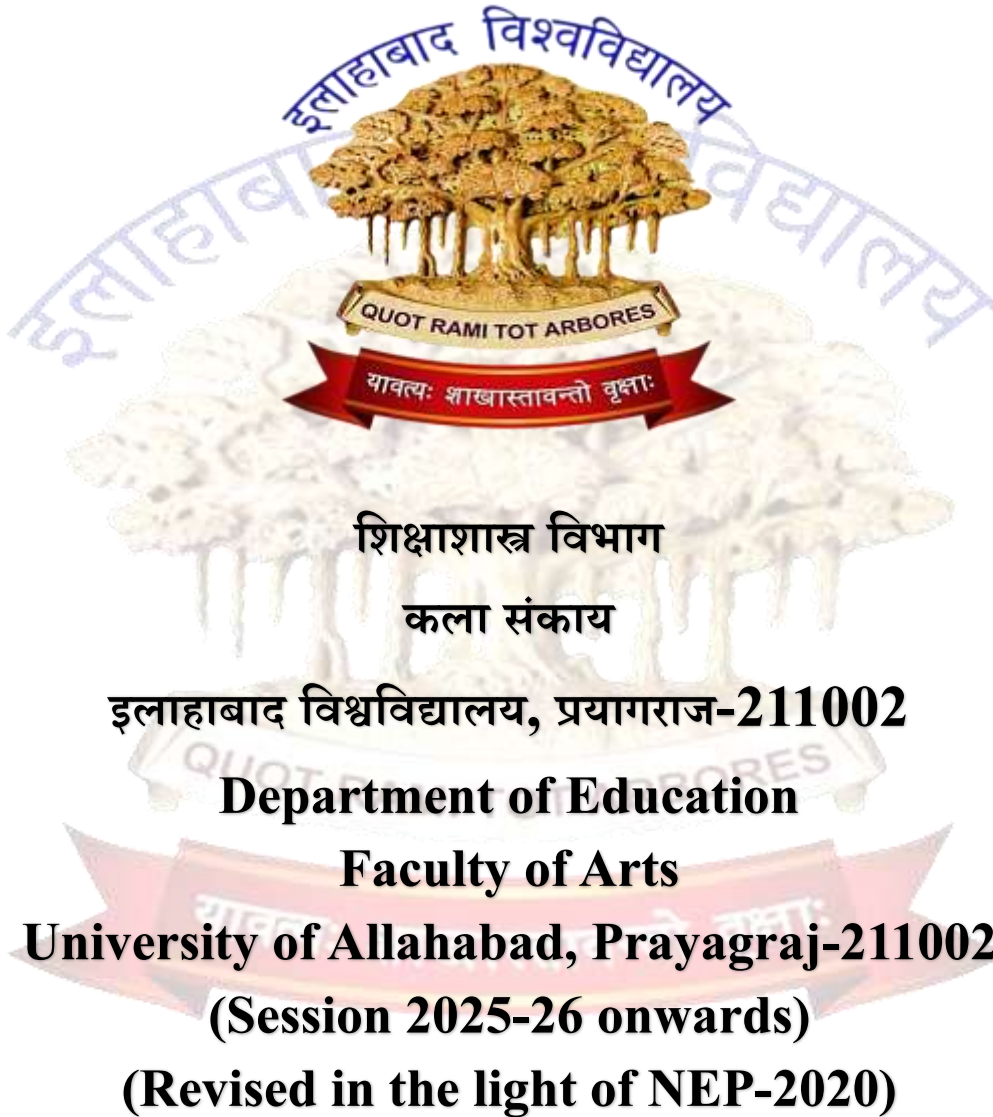


Learning Outcome Based Curriculum of 2-Years Master of Education (M.Ed.)

अधिगम प्रतिफल आधारित

2-वर्षीय मास्टर ऑफ एजुकेशन (एम.एड.) पाठ्यक्रम



शिक्षाशास्त्र विभाग

कला संकाय

इलाहाबाद विश्वविद्यालय, प्रयागराज-211002

Department of Education

Faculty of Arts

University of Allahabad, Prayagraj-211002

(Session 2025-26 onwards)

(Revised in the light of NEP-2020)

Prologue

About the Department:

The department of Education, University of Allahabad is one of the oldest institutions of Education discipline in country. The department was established in the year 1942 with M.Ed. Programme. In the year 1954, department was the third among the Indian Universities awarded first Ph.D. (Education) in India. Bachelor of Arts (Education) classes were started in 1949 and in 1981 classes in M.A. (Education) were started with the objectives of developing academic excellence. The Department consistently ensure constructive and conducive learning environment. Department completed 75 years of Excellence in 2017. The stalwarts like Prof. P.S.



Naidu, Col. Sohan Lal, Prof. S.B. Adaval, Prof. R.S. Pandey, Prof. S. K. Pal built academic culture of this department. Department of Education implemented DRS-I of the UGC SAP for a duration of Five years (2011 to 2016). Department is presently running UGC SAP DRS Phase- II (2018 to 2023). Department has also worked on e-PG Paathshala Project of

UGC in Collaboration with CIET, NCERT, New Delhi. Department is publishing National Journal "Research and Studies" Since 1950 annually ISSN number 0084-621. Department is also Publishing UGC-SAP Annual News Letter since 2013. The Department of Education boasts of fully equipped labs of Educational Psychology, Educational Technology and Science Education. All the classes of the department in ICT equipped. The major focus of research in the department has been Philosophy of Education, Sociology of Education, Educational Psychology, Measurement & Assessment and Educational Administration. Of late, the department has initiated studies in the emerging area of pursuit like ICT in education, Pedagogical Approaches, open and distance education, Artificial intelligence and school education. Regular house colloquiums, seminars, workshops and conferences, in-service education for professional development of teachers, are some of the prominent features of the department. The faculty members contributions are well acknowledged at national and international level through their representations in different bodies, research publication and conducting research projects. There have been collaborative efforts with different national and international institutions, corporate sectors and state level organization to strengthen the functioning of the department.

About the Programme:

The Master of Education (M.Ed.) is a pivotal post-graduate degree designed for individuals aiming to advance their careers in education. This program is tailored to provide comprehensive knowledge and skills that are essential for educators, administrators, and education specialists. Through a combination of theoretical and practical coursework, the M.Ed. equips prospective teachers with a deep understanding of pedagogical theories, instructional strategies, curriculum development, and educational psychology. This holistic approach ensures that graduates are well-prepared to meet the diverse needs of students and adapt to various educational environments. One of the significant roles of the M.Ed. program is its focus on preparing educators to be effective leaders and innovators in the field of education. The curriculum often includes courses on educational leadership, policy analysis, and research methodologies,

empowering future teachers to influence and shape educational practices and policies. This leadership training is crucial for those who aspire to take on roles such as school principals, district administrators, or instructional coordinators, where they can drive positive change and improve educational outcomes on a larger scale.

Moreover, the M.Ed. program emphasizes the importance of reflective practice and continuous professional development. Educators are encouraged to critically analyze their teaching methods, engage in action research, and stay updated with the latest educational trends and technologies. This commitment to lifelong learning helps teachers to continually enhance their instructional techniques and stay responsive to the evolving demands of the education sector. By fostering a culture of reflection and growth, the M.Ed. ensures that educators are not only well-versed in current best practices but also equipped to innovate and adapt in their teaching careers. In addition to its focus on leadership and professional development, the M.Ed. program also addresses the diverse needs of students. Courses on inclusive education, multicultural education, and differentiated instruction prepare teachers to create equitable learning environments that cater to students of varying backgrounds and abilities. This aspect of the program is particularly significant in today's globalized world, where classrooms are increasingly diverse. By understanding and addressing the unique challenges faced by different student populations, M.Ed. graduates are better prepared to promote inclusivity and foster a positive learning experience for all students. Overall, the Master of Education (M.Ed.) plays a critical role in preparing prospective teachers to be effective, reflective, and innovative educators. Its comprehensive and multifaceted approach ensures that graduates are well-equipped to face the challenges of the modern educational landscape and contribute meaningfully to the advancement of education.

Learning Outcomes Descriptors and Programme Outcomes (POs) for Master's degree:

The Master's degree qualifies students who can apply an advanced body of knowledge in a range of contexts for professional practice, research, and scholarship and as a pathway for further learning. Graduates at this level are expected to possess and demonstrate specialized knowledge and skills for research, and/or professional practice and/or for further learning. Master's degree holders are expected to demonstrate the ability to apply the established principles and theories to a body of knowledge or an area of professional practice.

Descriptor	Knowledge and understanding: The graduates should be able to demonstrate the acquisition of:
P.O. 1.	advanced knowledge about a specialized field of enquiry with a critical understanding of the emerging developments and issues relating to one or more fields of learning,
P.O. 2.	advanced knowledge and understanding of the research principles, methods, and techniques applicable to the chosen field(s) of learning or professional practice,
P.O. 3.	procedural knowledge required for performing and accomplishing complex and specialized and professional tasks relating to teaching, and research and development.
Descriptor	General, technical and professional skills required to perform and accomplish tasks: The graduates should be able to demonstrate the acquisition of:
P.O. 4.	advanced cognitive and technical skills required for performing and accomplishing complex tasks related to the chosen fields of learning.

P.O. 5.	advanced cognitive and technical skills required for evaluating research findings and designing and conducting relevant research that contributes to the generation of new knowledge.
P.O. 6.	specialized cognitive and technical skills relating to a body of knowledge and practice to analyze and synthesize complex information and problems.
Descriptor	Application of knowledge and skills: The graduates should be able to demonstrate the ability to:
P.O. 7.	apply the acquired advanced theoretical and/or technical knowledge about a specialized field of enquiry or professional practice and a range of cognitive and practical skills to identify and analyze problems and issues, including real-life problems, associated with the chosen fields of learning.
P.O. 8.	apply advanced knowledge relating to research methods to carry out research and investigations to formulate evidence-based solutions to complex and unpredictable problems.
Descriptor	Generic learning outcomes: The graduates should be able to demonstrate the ability to:
P.O. 9.	listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences,
P.O. 10.	communicate, in a well-structured manner, technical information and explanations, and the findings/results of the research studies undertaken in the chosen field of study,
P.O. 11.	present in a concise manner view on the relevance and applications of the findings of recent research and evaluation studies in the context of emerging developments and issues.
P.O. 12.	evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.
P.O. 13.	meet one's own learning needs relating to the chosen fields of learning, work/vocation, and an area of professional practice,
P.O. 14.	pursue self-paced and self-directed learning to upgrade knowledge and skills, including research-related skills, required to pursue a higher level of education and research.
P.O. 15.	problematize, synthesize, and articulate issues and design research proposals,
P.O. 16.	define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships,
P.O. 17.	develop appropriate tools for data collection for research,
P.O. 18.	the ability to use appropriate statistical and other analytical tools and techniques for the analysis of data collected for research and evaluation studies,
P.O. 19.	plan, execute, and report the results of an investigation,
P.O. 20.	follow basic research ethics and skills in practicing/doing ethics in the field/ in one's own research work.
P.O. 21.	make judgements and take decisions regarding the adoption of approaches to solving problems, including real-life problems, based on the analysis and evaluation of information and empirical evidence collected.

P.O. 22.	make judgement across a range of functions requiring the exercise of full responsibility and accountability for personal and/or group actions to generate solutions to specific problems associated with the chosen fields/subfields of study, work, or professional practice.
Descriptor	Constitutional, humanistic, ethical, and moral values: The graduates should be able to demonstrate the willingness and ability to:
P.O. 23.	embrace and practice constitutional, humanistic, ethical, and moral values in one's life,
P.O. 24.	adopt objective and unbiased actions in all aspects of work related to the chosen fields/subfields of study and professional practice,
P.O. 25.	participate in actions to address environmental protection and sustainable development issues,
P.O. 26.	support relevant ethical and moral issues by formulating and presenting coherent arguments,
P.O. 27.	follow ethical principles and practices in all aspects of research and development, including inducements for enrolling participants, avoiding unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.
Descriptor	Employability and job-ready skills, and entrepreneurship skills and capabilities/ qualities and mindset: The graduates should be able to demonstrate the acquisition of knowledge and skill sets required for:
P.O. 28.	adapting to the future of work and responding to the demands of the fast pace of technological developments and innovations that drive the shift in employers' demands for skills, particularly with respect to the transition towards more technology-assisted work involving the creation of new forms of work and rapidly changing work and production processes.
P.O. 29.	exercising full personal responsibility for the output of own work as well as for group/team outputs and for managing work that is complex and unpredictable requiring new strategic approaches.

Programme Specific Outcomes (PSOs):

The M.Ed. is a programme that prepares the prospective teacher educators for understanding the discipline of Education, Teacher Education in particular and to provide a conducive learning environment to the the prospective teacher educators for understanding the aims, the theoretical context, curriculum, policy, evaluation, innovations in the context of overall education process. Hence, at the end of the M.Ed. Programme:

PSO₁ Knowledge- The learner will demonstrate systematic and extensive content knowledge and understanding of the academic field of education. Along with the philosophical, sociological & psychological foundations.

PSO₂ Attitude- Learner will develop an inclusive attitude, demonstrating fairness and justice in their interactions within educational contexts.

PSO₃ Communiqué- the prospective teacher educators will demonstrate skills of effective reading, writing, speaking and listening, in personal, instructional as well as in digital context to establish meaningful relationships with stakeholders of society.

PSO₄ Alliance- the prospective teacher educators will showcase the ability to collaborate with diverse peer teams, fostering cooperative efforts toward common goals. Demonstrate effective teamwork skills as an efficient educator.

PSO₅ Skill-The prospective teacher educators will be able to exhibit Proficiency in analyzing content, understanding learning conditions, styles, crafting learning situations & materials and designing curriculum. They will also be able to develop competencies related to assessment, testing & research (action), and Proficiency in technology, coupled with the capacity to employ both traditional and contemporary techniques in educational settings.

Evaluation Pattern: The assessment and evaluation of students shall adhere to the Choice Based Credit System (CBCS) regulations of the University of Allahabad. Students' performance in all courses shall be evaluated through two components: continuous assessment and end-term examination. Continuous assessment, which constitutes 40% of the overall marks assign to a particular course, may include tests, assignments, projects, presentations, and fieldwork, depending on the course requirements. The end-term examination shall account for the remaining 60% of the marks, in line with university norms. This evaluation pattern also applies to internship, practicum, and dissertation courses. However, for these courses (internship/ dissertation/ filed work) the end-term examination will involve seminar presentations, viva-voce, and other modalities as determined by the external/internal Board of Examiners appointed by the Board of Studies (BoS) of the department. This comprehensive assessment approach ensures a balanced evaluation of students' academic performance, integrating both theoretical understanding and practical application.

The evaluation of non-credit Value-added course shall be done in 100 marks completely internal continuous assessment decided by the respective course instructor, for satisfactory completion students has to secure at least 40% marks.

Continuous Assessment of 40% weightage: For the theory courses TEM 701, TEM 702, TEM 703, TEM704, TEM 705, TEM708, TEM709, TEM 710, TEM 711, TEM 712, TEM 713 & TEM 751, TEM 752, TEM 753, TEM 754, TEM 755, TEM 756, the continuous assessment shall be done in 40 marks, which include:

(I) Unit Test (T1)- 40 Marks

(II) Mid-Term examination (T2)- 40 Marks

The best of (I) and (II) shall be counted for semester grade sheet.

The continuous assessment of courses of practicum nature/ Internship/ Dissertation TEM 731, TEM 732, TEM 733, TEM 734 & TEM 735 shall also be done in 40 marks as per the modalities describe in the respective courses.

End-term Examination of 60% weightage: The end-term examination of all courses shall be done in 60 marks. The question paper of all the ***theory courses shall be of 60 marks consisting 4 questions with internal choices as per university norm. The duration of the examination shall be of 3 hours.***

The End-term assessment of practicum / Internship/ Dissertation courses (TEM 731, TEM 732, TEM733, TEM 734 & TEM 735) shall also be done in 60 marks by the external/ internal board of examiners appointed by the Board of Studies (BoS) of the department.

Any changes in assessment pattern shall be subjected to changes in Choice Based Credit System (CBCS) regulation of the university.

DEPARTMENT OF EDUCATION
FACULTY OF ARTS
UNIVERSITY OF ALLAHABAD, PRAYGARAJ
(w.e.f. 2025-26 onwards)
(Revised in the light of NEP-2020)

PROGRAMME STRUCTURE FOR M.Ed.

The M.Ed. shall be of two-year duration divided into four semesters as per the details given below:

S. No	Course Code	Course Title	Credits
Semester-I			Total: 20 Credits
Discipline Based Core Courses			(16+ 4 Credits)
1.	TEM 701	Educational Studies	4
2.	TEM 702	Philosophical Foundations of Education	4
3.	TEM 703	Research Methods in Education and Educational Statistics	4
4.	TEM 704	Perspectives of Secondary Education System	4
5.	TEM 731	Secondary Education Internship	4
Dissertation (The dissertation work under the allotted supervisor shall start from the first semester itself and will conclude in the final semester)			
Semester-II			Total: 20 Credits
Discipline Based Core Courses			(16 Credits)
1.	TEM 705	Development of Learner	4
2.	TEM 706	Sociological Foundations of Education	4
3.	TEM 707	Curriculum Studies and Assessment	4
4.	TEM 708	Educational Technology and ICT	4
Discipline Based Core Elective Course-I <i>(Any one of the following)</i>			(4 Credits)
5.	TEM 751	Inclusive Education	4
6.	TEM 752	Gender, School & Society	4
7.	TEM 753	Economics of Education	4
Dissertation [Concerned Faculty Members]			
Semester-III			Total: 20 Credits
Discipline Based Core Courses			(12 + 8 Credits)
1.	TEM 709	Psychology of Learning	4
2.	TEM 710	Advanced Research Methods and Statistics in Education	4
3.	TEM 711	Pre-Service and In-Service TEMacher Education	4
4.	TEM 732	InTEMrnship in Teacher Education Institutions	4
5.	TEM 733	Dissertation	4

Semester-IV			Total: 20 Credits
Discipline Based Core Courses			(8 + 8 Credits)
1.	TEM 712	History, Economic and Political Perspectives of Education	4
2.	TEM 713	Educational Management, Administration and Leadership	4
3.	TEM 734	Arts, Sports and Yoga Education	4
4.	TEM 735	Dissertation	4
5.	Discipline Based Core Elective Course-II (Any one of the following)		(4 Credits)
	TEM 754	Indian Knowledge System & Education	4
	TEM 755	Guidance and Counselling	4
	TEM 756	Multilingual Education in Indian Context	4
Value Added Courses			
Values added courses shall be <i>Non-Credit courses</i> offered by the department time-to-time during the 2-year course from the following basket:			
S.N.	Course Code	Non-Credit Value-Added Cours	Equivalent Grade
1.	EDUV01	Statistical Analysis through SPSS	4
2.	EDUV02	Academic Writing Skill	2
3.	EDUV03	Soft Skills	2
4.	EDUV04	Psychometric Testing	2
5.	EDUV05	Community Service	2
6.	EDUV06	Digital Skill and Competencies	2
7.	Any equivalent courses from SWAYAM		

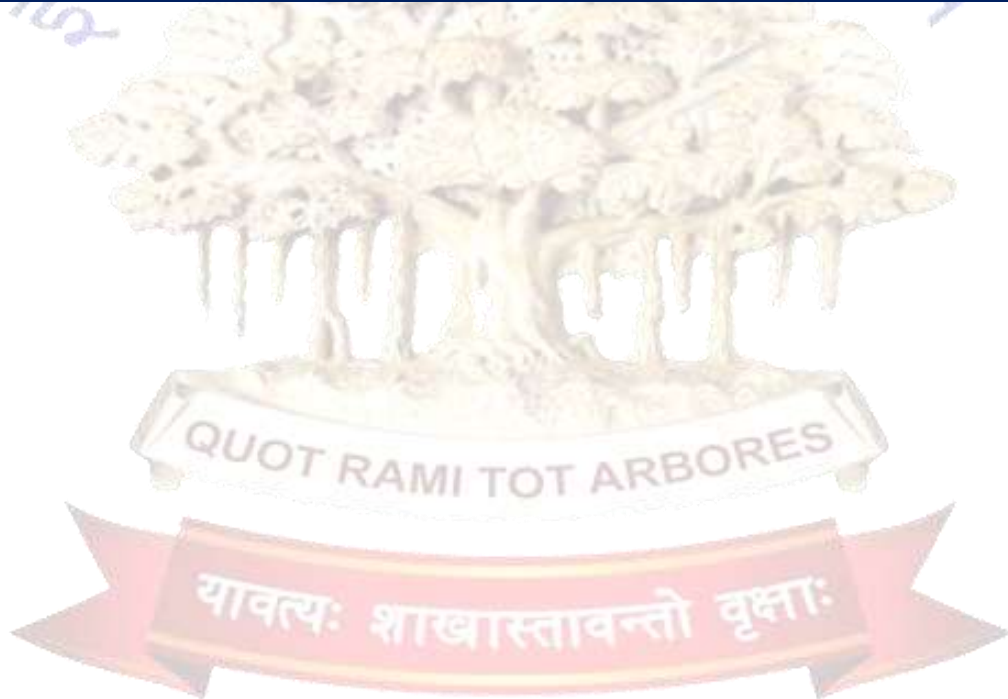
Department of Education
Faculty of Arts
University of Allahabad
2 Years Master of Education (M.Ed.)

Course Structure at Glance

	Semester I	Semester II	Semester III	Semester IV	Total Credits
Core Course	TEM 701: Educational Studies [4]	TEM 705: Development of Learner [4]	TEM 709: Psychology of Learning [4]	TEM 712: History, Economic and Political Perspectives in Education [4]	56 (T) + 16 (P) = 72
	TEM 702: Philosophical Foundations of Education [4]	TEM 706: Sociology Foundations of Education [4]	TEM 710: Advanced Research Methods and Statistical Analysis [4]		
	TEM 703: Research Methods in Education and Educational Statistics [4]	TEM 707: Curriculum Studies and Assessment [4]	TEM 711: Pre-Service and In-Service Teacher Education [4]	TEM 713: Educational Management, Administration and Leadership [4]	
	TEM 704: Perspectives of Secondary Education System [4]	TEM 708: Educational Technology and ICT [4]	TEM 732: Internship in Teacher Education Institutions [4]	TEM 734: Arts, Sports and Yoga Education [4]	
	TEM 731: Secondary Education Internship [4]		TEM 733: Dissertation [4]	TEM 735: Dissertation [4]	
Core Elective		(Any-one course) TEM 751: Inclusive Education [4] TEM 752: Gender, School & Society [4] TEM 753: Economics of Education [4]		(Any-one course) TEM 754: Indian Knowledge System & Education [4] TEM 755: Guidance and Counselling [4] TEM 756: Multilingual Education in Indian Context [4]	8
Value Added Courses	EDUV01 Statistical Analysis through SPSS EDUV02 Academic Writing Skill EDUV03 Soft Skill EDUV04 Psychometric Testing EDUV05 Community Service EDUV06 Digital Skill and Competencies Any equivalent courses from SWAYAM				Non-Credit Courses
Total Credits	20	20	20	20	80

First Semester

Semester-I			Total: 20 Credits
Discipline Based Core Courses			(16+ 4 Credits)
1.	TEM 701	Educational Studies	4
2.	TEM 702	Philosophical Foundations of Education	4
3.	TEM 703	Research Methods in Education and Educational Statistics	4
4.	TEM 704	Perspectives of Secondary Education System	4
5.	TEM 731	Secondary Education Internship	4



Educational Studies

Course Code	TEM 701	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	I	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline-Based Core		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Indian Knowledge, Values, Philosophy of Education		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, workshop, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

- To acquaint the students with the basic concepts related to education
- To make the students understand the process of education
- To help the students understand education and its relationship with different disciplines.
- To acquaint the students with different educational practices.
- To make the students understand the interdisciplinary nature of education.
- To help the students in understanding the nature of knowledge and its construction.

Course Learning Outcome

After completion of the course the students will be able to:

- CO1:** Explain and appreciate the theoretical development in Education in their proper perspectives
- CO2:** Analyze the concept and the relevance of education by reflecting on various educational thoughts and visions
- CO3:** Examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, etc. in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.
- CO4:** Analyze the social and the cultural dimensions of education and the issues related.
- CO5:** Discuss the past and the contemporary issues in Education and make an attempt at formulation of their own viewpoints

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO9	PO10	PO22
CO1	√				√		√		√
CO2		√	√			√		√	
CO3				√				√	√
CO4		√					√		
CO5	√		√		√			√	√

Course content

Unit 1: Theoretical Perspectives of Education

- Education as a socially contrived system influenced by socio-cultural and political forces in India.
- Concepts, principles, theories, assumptions and contexts related to issues that are unique to education like, schooling, curriculum, syllabus, text books, teaching-learning process etc., and their linkage to pedagogy and practices.
- School Education and Changing Scenario in the context of multicultural, multilingual, inclusive classroom.

UNIT-2: Vision for School Education

- Transformation of national aspirations into educational goals/aims of education.
- Thoughts of different educational thinkers like Mahatma Gandhi, Ravindra Nath Tagore, John Dewey, and Paulo Freire.
- The multiple contexts of the functioning of schools.

UNIT-3: Disciplinary Perspective

- Interdisciplinary, Multidisciplinary, Cross disciplinary, Transdisciplinary nature of education;
- Relationship of Education with other disciplines.
- Axiological issues in education: role of peace and other values, aesthetics in education.

UNIT-4: Knowledge: Nature and its Construction

- Meaning and sources of knowledge: Indian and Western Perspective.
- Indian and western epistemological position
- Distinction between knowledge and information, Bridging gap in the process of knowledge construction between:
 - Content knowledge and Pedagogical knowledge
 - Knowledge on action and reflection on outcome of action
 - Theoretical knowledge and practical knowledge
 - Universal knowledge and contextual knowledge.
 - Rational knowledge and Empirical Knowledge

Suggestive activities/Practicum/field work:

1. Readings of original texts of Rabindranath Tagore/M.K. Gandhi/John Dewey etc. and presentation on linkage of various theoretical concepts with pedagogy and practices followed by group discussion.
2. Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular States, vision of school education in India, process of socialisation of the child, critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc. and presentation in a seminar.
3. Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group.
4. Any other relevant activities

Suggestive Readings.

- Bruner, J.S. (1996), *The Culture of education*. Harward University Press.

- H.S. (1977) *Types of knowledge and purposes of education*. In R.C. Anderson, R.J., Spiro and W.E. Montanague (eds) *Schooling and the acquisition of knowledge*. Hillsdale,
- Dearden, R. F. (1984). *Theory and practice in Education*. Routledge Kegan & Paul.
- NCTE (2009) *National Curriculum Framework for Teacher Education*. Govt. of India.
- NCERT (2005). *National curriculum framework*. MHRD, Govt. of India.
- MHRD (1992). *National policy on education* (revised). Government of India.
- MHRD, (1992). *Programme of action*. Govt. of India.
- Naik, J.P. (1975). *Equality, quality and quantity: The elusive triangle of Indian education*, Allied Publications, Bombay.
- Peters, R.S. (ed) (1975). *The Philosophy of education*. Oxford University Press.
- Peters, R.S. (1967). *The Concept of education*. Routledge



Philosophical Foundations of Education

Course Code	TEM 702	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	I	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Human Values, Indian Knowledge System, Philosophical Understanding		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

This course will enable the prospective teacher educators:

- To acquaint the students with the basic concepts of Philosophy of Education.
- To make the students aware about fundamentals of relationship between Philosophy and Education.
- To enable the students in developing understanding about Indian and Western philosophical trends and its educational implications.
- To make the students acquainted with the philosophical analysis in contexts of educational settings.
- To make the students understand the philosophical foundations of the discipline of education.

Course Learning Outcomes:

After completion of the course the students will be able to:

CO1: Describe the basic concepts of Philosophy of Education.

CO2: Explain the fundamentals of relationship between Philosophy and Education.

CO3: Analyse Indian and western philosophical trends along with its educational implications.

CO4: Explain Philosophical Analysis in contexts of educational settings.

CO5: Examine the philosophical foundations of the discipline of education.

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO 23	PO26
CO1	√				√	√			
CO2	√					√			
CO3	√	√				√		√	
CO4	√						√	√	√
CO5	√	√	√	√		√		√	√

Course Contents:

Unit-1: Philosophy of Education: Nature and Function

- Philosophy of Education: Its Nature- Directive Doctrine or Liberal discipline, Scope and Methods
- Significance and Value of Educational philosophy.
- Functions of Philosophy of Education: Speculative, Normative, Analytical
- Metaphysics and Education, Epistemology and Education, Axiology and Education

Unit-2: Western School of Thoughts: Educational Implications

A brief discussion of Western philosophical thoughts and their educational implications-

- Idealism
- Naturalism
- Realism
- Pragmatism

Unit-3: Philosophical Analysis

- Existentialism and Marxism; their main characteristics and Educational Implications
- Modern concepts of Philosophical Analysis: - Methodological Skepticism, Logical Positivism and Positive Relativism- Descriptive and Normative Relativism, Dialectic

Unit-4: Indian Philosophical Thoughts: Educational Implications

A brief Discussion of Indian Philosophical thoughts and their educational implications-

- Shrimad Bhagavad Gita
- Sankhya
- Yoga
- Nyaya
- Mimansha
- Vedanta
- Jainism
- Buddhism

Practicum/ Assignment

- Discussions may be organised on the influence of Philosophy on Education. Prepare a report on the discussion.
- Educational policies may be evaluated by different philosophical lenses.
- Reflections on Indian Philosophical Thoughts on modern educational settings.
- A book review may be taken up to understand different philosophical discourses.

Suggested Readings:

- Aggarwal, J. C. (2013). *Theory and principle of education*. Vikash Publishing House Pvt Ltd.
- Anand, C. L., et al. (1983). *Teacher and education in emerging in Indian society*. NCERT.
- Bailey, R., Barrow, R., Carr, D., & McCarthy, C. (Eds.). (2010). *The SAGE handbook of philosophy of education*. SAGE Publications.

- Biesta, G. (2017). *The rediscovery of teaching*. Routledge.
- Brubacher, J. S. (1950). *Modern philosophies of education*. Tata McGraw-Hill Publishing Co. Pvt. Ltd.
- Brubacher, J. S. (1971). *A history of the problems of education (2nd ed.)*. McGraw-Hill.
- Butler, J. D. (2023). *Four philosophies and their practice in education and religion (3rd ed.)*. New Academic Publication.
- Butler, J. D. (1974). *The concept of education*. McCutchan Publishing Corporation.
- Clarke, P. (2001). *Teaching and learning: The culture of pedagogy*. Sage Publication.
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- Hiriyana, M. (1949). *The essentials of Indian philosophy*. George Allen & Unwin Ltd.
- Hodgson, N., Vlieghe, J., & Zamojski, P. (Eds.). (2021). *Manifesto for a post-critical pedagogy*. Punctum Books.
- Hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. Routledge.
- Iyengar, K. R. S. (1985). *Education and the new frontiers of the mind*. Sterling Publishers.
- Kirilenko, G., & Korshunova, L. (1988). *What is philosophy? (J. C. Pandey, Trans.)*. Rajasthan Pupils Publishing House.
- Noddings, N. (2012). *Philosophy of education (3rd ed.)*. Westview Press.
- Ornstein, A. C., & Levine, D. U. (1989). *Foundations of education (4th ed.)*. Houghton Mifflin Co.
- Park, J. (1998). *Selected readings in the philosophy of education*. Macmillan and Co. Ltd.
- Pathak, R. P. (2012). *Philosophical and sociological principles of education*. Pearson.
- Peters, R. S. (1967). *The concept of education*. Routledge Kegan & Paul.
- Radhakrishnan, S. (2004). *Indian philosophy (Vols. I & II)*.
- Radhakrishnan, S. (2004). *Bhartiya sanskriti kuchh vichar*. Hind Pocket Books.
- Radhakrishnan, S. (2004). *Hamari virasat*. Hind Pocket Books.
- Radhakrishnan, S. (2004). *Upnishado ka sandesh*. Hind Pocket Books.
- Ross, J. S. (1981). *Ground work of educational theory*. Oxford University Press.
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- Rusk, R. R. (1928). *The philosophical bases of education*. University of London Press Ltd.
- Rusk, R. R., & Scotland, J. (1979). *Doctrines of the great educators (5th ed.)*. The Macmillan Press Ltd.
- Salamatullah. (1979). *Education in social context*. NCERT.
- Snaza, N. (2020). *Animate literacies: Literature, affect, and the politics of humanism*. Duke University Press.
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- Wingo, G. M. (1975). *Philosophies of education*. Sterling Publisher Pvt. Limited.
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Research Methods in Education and Educational Statistics

Course Code	TEM 703	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	I	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Ethics, Indian Knowledge System, Analytical Skills		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives-

The course will enable the prospective teacher educators to-

- Gain insight about the fundamental concepts of educational research.
- Identify and formulate a research problem.
- Acquire knowledge of different research designs and data collection methods.
- Distinguish between the basic concepts of descriptive and inferential statistics.
- Develop skills of data analysis and interpretation using statistical techniques.

Expected Learning Outcomes:

After the completion of the course prospective teacher educators will be able to:

CO1: Demonstrate understanding of the purpose and types of educational research.

CO2: Frame a clear and focused research problem.

CO3: Select appropriate research design and data collection methods.

CO4: Analyze and interpret data using descriptive statistics.

CO5: Use applications of normal distribution in educational research.

Mapping of Course outcomes

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO3	PO15	PO16
CO1	√		√	√			√		
CO2	√		√	√			√		√
CO3	√	√	√	√	√	√		√	√
CO4	√	√				√		√	
CO5	√	√				√	√	√	

Course content:

Unit-1 Fundamentals of Educational Research

- Educational Research: Concept, and scope
- Scientific approaches to gaining of Knowledge: Indian and Western view

- Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony)
- Types of Research: Fundamental, Applied and Action Research.
- Review of Related Literature, Meta-analysis
- Research Problem: Criteria and sources for Identifying Research Problem
- Variables: Concepts and Type, Concept of Constructs
- Research ethics, writing research proposal

Unit-2 Hypothesis, Sampling and Tools

- Hypothesis: Meaning, Characteristics, Formulation and Classification (Research, Directional, Non-directional, Null).
- Population and Sample: Concepts of Population and Sample, Types of Sampling, Characteristics of good Sample.
- Brief review of types of measuring tools: Interview, Focused Group Discussions, Reflective Dialogue, Questionnaire, and Rating Scale.
- Preparation of Research Report: Style and Format of report writing
- References and Bibliography- Concept and APA style guide

Unit-3: Quantitative Research Methods in Education

- Quantitative Approaches
- Experimental & Quasi experiment and Ex-post facto research.
- Descriptive Survey research: Types, cross sectional and longitudinal, correlational studies

Unit-4: Fundamentals of Educational Statistics

- Descriptive Statistics: Concept
- Brief review of quantitative classification of data: Preparation of frequency distribution, graphical presentation of data.
- Brief review of measure of central tendency and variability: Mean, Median, Mode, Standard Deviation, Variance and Quartile Deviation.
- Measure of Positions: Percentiles, Quartiles, Percentile Ranks & Measures of correlation (Pearson's Correlation Coefficient)
- Normal distribution: Characteristics of Normal Distribution Curve, Kurtosis and Skewness, its Application in Educational Research.

Suggestive activities/ Practicum/field work:

- Critical review of five research paper.
- Writing a research proposal on any topic identified by the student.
- Presentation of data in tabular form, its graphical representation and computation of all measures of central tendencies, variability, and relationship.
- Different applications of NPC on given data.

- Preparing research designs of different types to formulate regression equations and to predict on their basis (manually and digitally).
- Any other relevant activity.

Suggested Readings:

- Ary, D., Jacobs, L. C., & Sorenson, C. (2010). *Introduction to research in education*. Cengage Learning.
- Bailey, C. A. (2007). *A guide to qualitative field research*. Pine Forge Press.
- Best, J. W., Kahn, J. V., & Jha, A. K. (2016). *Research in education* (10th ed.). Prentice Hall Inc.
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- Campbell, D. T., & Stanley, J. C. (1963). Experimental and quasi-experimental designs for research on teaching. In N. L. Gage (Ed.), *Handbook of research on teaching* (pp. 171–246). Rand McNally.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). Routledge.
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- Cresswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Sage Publications.
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- Johnson, B., & Christensen, L. (2016). *Educational research: Quantitative, qualitative, and mixed approaches*. Sage Publications.
- Kaul, L. (1998). *Methodology of educational research*. Vikas Publications.
- Keeves, J. P. (Ed.). (1997). *Educational research, methodology, and measurement: An international handbook*. Pergamon.
- Kerlinger, F. N. (1978). *Foundations of behavioral research*. Surjeet Publications.
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- Langenbach, M., Vaughn, C., & Aagaard, L. (1994). *An introduction to educational research*. Allyn and Bacon.
- McBurney, D. H., & White, T. L. (2007). *Research methods* (7th ed.). Akash Publication.
- McMillan, J. H., & Schumacher, S. (2001). *Research in education*. Longman.
- Mangal, S. K., & Mangal, S. (2015). *Research in behavioral science*. PHI Learning Pvt.
- Mertens, D. M. (2024). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (6th ed.). Sage Publications.
- Patton, M. Q. (1982). *Qualitative evaluation methods*. Sage Publications.
- Wellington, J. (2015). *Educational research: Contemporary issues and practical approaches*. Bloomsbury Academic.
- सिंह, ए. के. (2017). *मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियाँ*. मोतीलाल बनारसीदास.

Perspectives of the Secondary Education System

Course Code	TEM 704	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	I	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline-Based Core		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Human Values, Indian Knowledge System		
Methods of Content Interaction	(Lectures, Tutorials, Group discussion; Self-study, Seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

This course will enable the prospective teacher educators:

- To acquaint with the recommendations of Policies and Commissions in pre- and post-independence on Secondary Education.
- To orient towards the comparative status of the Secondary Education system of India with other countries.
- To understand the Curriculum and Pedagogy in Secondary Schools as per the NEP 2020.
- To be aware of the contemporary challenges of the Secondary Education.
- To familiarize with the Digital Initiatives for Secondary Education.

Course Learning Outcomes:

After completion of the course, the prospective teacher educators will be able to:

CO1: Explain the different types of scholarship schemes for Secondary Education.

CO2: Interpret the Secondary Education data stated in government reports.

CO3: Aware of Curriculum and Pedagogy in Secondary Schools as stated NEP 2020.

CO4: Critically examine the Secondary Education Systems of different countries.

CO5: Evaluate the provisions mentioned in NEP 2020 for Secondary Education.

CO6: Analyze the role of various agencies of Secondary Education.

Mapping of Course Outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO6	PO9	PO10
CO1	√					√			
CO2	√								
CO3				√			√		√
CO4		√			√			√	
CO5		√	√			√			√
CO6			√					√	

Course Contents:

UNIT-1: Background of Secondary Education

- Major Recommendations of Policies in pre- and post-independence on Secondary Education
- Comparative status of Secondary Education in India, Japan, Finland and USA
- Interpretation of Secondary Education data in India (UDISE+, ASER, AISHE)
- Challenges of Socially-Economically Disadvantaged Groups (as specified in NEP 2020), Universalization, and Dropouts in the Context of Quality Secondary Education

UNIT-2: Schemes for Secondary Education

- Rashtriya Madhyamik Shiksha Abhiyan (integrated)
- Girls Hostel Scheme, National Scheme of Incentives to Girls for Secondary Education
- Inclusive Education for the Disabled at the Secondary Stage
- Schemes of Vocational Education
- National Scholarship Schemes for Secondary Students, i.e. National Merit-cum-Means Scholarship Scheme, Scholarship Schemes for Minority Students, National Talent Search Examination, etc.

UNIT- 3: Curriculum and Pedagogy in Secondary Schools

- Critical review of the provisions of NEP 2020 for Secondary Education
- Curriculum and Pedagogy in New 5+3+3+4 Design
- Curricular Integration of Essential Subjects, Skills and Capacities
- NCFSE-2023; Transforming Assessment for Student Development

UNIT- 4: Role of Various Agencies

- Central/State level digital initiatives for Secondary Education (DIKSHA, NISHTHA 2.0, SWAYAM, Swayam Prabha, e-PG Pathshala, NROER, SAKSHAM, Saransh, Virtual Labs, NDLI)
- Multipurpose schools, Tribal Schools (Ashram Schools, EMRS), ITIs, KGBV, JNV, and KVS
- Networking of Institutions like NCERT, CBSE, ICSE, CTSA, State Boards
- National Skill Development Mission, National Council for Vocational Education and Training (NCVET)

Suggestive Activities/Practicum/fieldwork:

- Review of research in Secondary Education & Specification of policy implications.
- Review of research articles in secondary education with specifications on the impact on secondary school students.
- Study of the Annual Reports of UDISE+/ASER/AISHE to identify the various programmes for the professional development of teacher educators.
- Take interviews of at least 5 Secondary School Principals/ Teachers and analyze the data to suggest improvement in the quality of instruction

- Visit any Secondary School and submission a Report
- Any other relevant task

Suggested Readings:

- Aggarwal, J. C. (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- Government of India. (1953). Report of the secondary education commission 1952-53. Ministry of Education.
- Government of India. (1966). Education and national development: Report of the education commission 1964-66. Ministry of Education.
- Government of India. (2015). National Skill Development Mission. Ministry of Skill Development and Entrepreneurship. <https://www.msde.gov.in/>
- Guiney, M. M. (2017). *Literature, Pedagogy, and Curriculum in Secondary Education*. Palgrave Macmillan Cham. <https://doi.org/10.1007/978-3-319-52138-1>
- Hutchinson, S., Moon, B., & Mayes, A. S. (2002). *Teaching, Learning and the Curriculum in Secondary Schools A Reader*. Routledge.
- Jain, M. (2018). School education in India: Market, state and quality. Routledge.
- MacBeth, J. (1999). Schools must speak for themselves. Routledge.
- Ministry of Human Resource Development. (2020). National Education Policy-2020. Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- National Council of Educational Research and Training. (2021). Position paper on school education: National curriculum framework for school education. <https://www.ncert.nic.in/nc-framework.html>
- Poornima M., & Nair, J. L. (2019). Universalisation of Secondary Education. *Social Change*, 49(3), 538-550. <https://doi.org/10.1177/0049085719863907>



Secondary Education Internship

Course Code	TEM 731	Credits	4
L + T + P	0 + 0 + 4	Course Duration	One Semester
Semester	I	Contact Hours	120 Hours
Course Type	Discipline Based Core		
Nature of the Course	Internship/ field work		
Special Nature/ Category of the Course	Skill Based		
Methods of Content Interaction	Fieldwork, Presentation, Discussions, Workshop and seminar presentation.		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination		

Course Objectives:

This course will enable the prospective teacher educators to:

- Gain insight with practical inputs in order to provide an integrated and holistic development as a teacher.
- Inculcate the positive attitudes, values, skills and behavior related to Teaching as a Profession.
- To acquaint teacher- interns about administrative and managerial practices in secondary schools' system.
- To provide experience to M.Ed. interns regarding supervision of practice teaching.
- Help the prospective teacher educators to acquire teaching skills and professional competencies.

Course Learning Outcomes:

After completion of the course the prospective teacher educators will be able to:

CO1: Analyse the efficacy of education practices in secondary school's system.

CO2: Design and implement a range of curricular activities within a secondary school's system.

CO3: Organize curriculum-specific activities aligned with secondary education goals.

CO4: Discuss the diverse roles and responsibilities of teacher in a secondary school's system.

CO5: Manifest teaching skills and professional skills in their teaching and learning.

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO3	PO10	PO29
CO1						√			√
CO2	√	√	√		√		√		
CO3	√		√		√	√	√		√
CO4	√		√	√	√		√	√	√
CO5		√			√			√	

Internship in secondary schools (under supervision of M.Ed. teacher in charge and school level mentor teachers)

A. Observation of school activities.

- Assembly
- Classroom teaching
- Cleanliness of campus and beautification
- Record survey
- Supervisory activities
- Laboratory work
- Library activities
- ICT Lab
- Cultural activities
- CCE and Learner Assessment
- Guidance and counselling activities
- Parent Teacher Association
- School Culture

B. Participation in the various curricular and co-curricular activities in the school

C. Interviews of Stake holders:

Students, teachers, parents, school management personnel and government authorities, community members

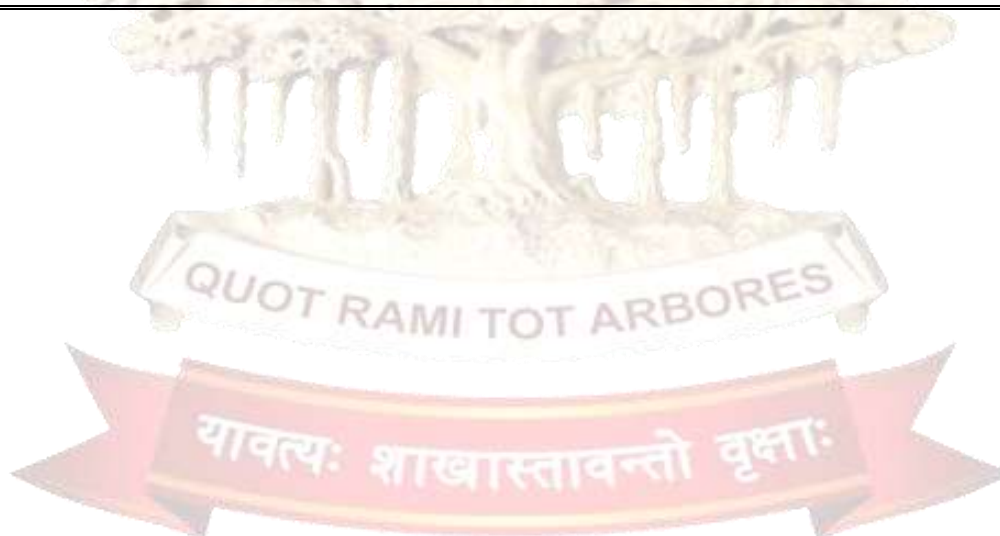
D. Apart from these activities M.Ed. students shall involve in any other tasks related to secondary school Internship as decided by the Department of Education, University of Allahabad from time to time.

Assessment guide-

- Continuous Assessment Shall be done by the mentor teacher/s. End-term assessment will be done by the Board of examiner appointed by BoS.
- Students are required to maintain a Diary for all observations mentioned above and submitted at the end of the Internship.
- The prospective teacher educators are required to closely observe the functioning of the school and submit a reflection report on the following-
 - How supportive is the overall atmosphere and shared beliefs of the school community in achieving the objectives of secondary education?
 - How does the classroom interaction among the teachers and taught and management of school activities support learning?
 - How effective are the communication channels among school, teachers, and parents?
 - Reflection on teachers catering to the needs of diverse group of the prospective teacher educators.
 - Reflection on school administration, Curricular inputs and Teacher's ability to create a conducive learning environment. (Instructional and Evaluative practices)
 - Best practices of the school.

SECOND SEMESTER

Semester-II			Total: 20 Credits
Discipline Based Core Courses			(16 Credits)
1.	TEM 705	Development of learner	4
2.	TEM 706	Sociological Foundations of Education	4
3.	TEM 707	Curriculum Studies and Assessment	4
4.	TEM 708	Educational Technology and ICT	4
Discipline Based Core Elective Course-I <i>(Any one of the following)</i>			(4 Credits)
5.	TEM 751	Inclusive Education	4
6.	TEM 752	Gender, School & Society	4
7.	TEM 753	Economics of Education	4
Dissertation [Concerned Faculty Members]			



Development of Learner

Course Code	TEM 705	Credits	4
L + T + P	3 + 1+ 0	Course Duration	One Semester
Semester	II	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Psychological well-being, Human Values, Indian Knowledge System, Psycho-metric Assessment		
Methods of Content Interaction	(Lecture, Group discussion, self-study, seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

The course will enable the prospective teacher educators to:

- explain the concept of growth and development.
- describe child's language development and its' educational implications.
- explain the process of cognitive and moral development of children.
- Foster the development the social and emotional competence among the prospective teacher educators.
- acquaint with the idea of mental health and adjustment in academic settings.
- develop the competencies to assess Intelligence Quotient and personality.

Course Outcomes:

After completion of the course the students will be able to:

CO1: Describe the concept of growth and development.

CO2: Discuss the concept of personality and intelligence in context of educational settings.

CO3: Explain the nature of cognitive and moral development of the prospective teacher educators.

CO4: Interpret the social and emotional competence of the prospective teacher educators.

CO5: Examine the significance and role of mental health and adjustment in academic settings.

CO6: Assess Intelligence Quotient and personality.

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO6	PO18	PO21
CO1	√	√	√			√		√	√
CO2	√	√		√		√	√	√	√
CO3	√	√		√	√	√	√		√
CO4	√	√		√	√	√	√		√
CO5	√	√		√		√	√	√	√
CO6	√				√	√		√	

Course Content:

Unit-1 Growth and Development

- Growth and Development- Concept, Principles, Stages, Nature- Nurture Debate
- Language Development- Theories (Chomsky, Piaget and Vygotsky)
- Moral Development- Concept, Factors influencing it, Theories (Freud, Piaget, Kohlberg)

Unit-2 Intelligence and Cognitive development

- Intelligence- Concept, Intelligence in Indian tradition, Theories (Two-factor, Multi-factor, Group factor, Guilford, Sternberg, Cattell, Gardner), Assessment of intelligence.
- Cognitive Development- Stages, Theories (Piaget, Vygotsky and Bruner and their educational implications)

Unit-3 Personality and Stress

- Personality: Concept, Personality in Indian tradition, Theories (Freud, Erickson, Eysenck, Rogers, Cattell, Allport, Wertheimer, Koffka), Assessment of personality.
- Stress- Concept, Factors influencing Stress among the prospective teacher educators

Unit-4 Social, Emotional competence and Mental Health

- Social competence: Concept of social cognition, understanding social relationship and socialization goals, Development of Social Competence- Concept, Factors influencing it, Social Intelligence
- Emotional competence- Concept, Factors influencing it, Emotional Intelligence
- Mental Health and Hygiene- Concept, Process of adjustment, Defence mechanism

Practicum/ Suggested activities:

- Assessment of Intelligence / Personality / Stress / Social intelligence / Emotional intelligence / Mental Health
Administration, Scoring, Interpretation and reporting.
- Organise a discussion on different connotation of language development/intelligence/cognitive development, and prepare a report of that discussion.
- Present the recent research evidences of different area of psychology of education. Prepare a PPT on those research evidences and present in the classroom.

Suggested Readings:

- Aggarwal, J. C. (2012). *Educational psychology*. Shipra Publications.
- Allport, G. W. (1937). *Personality: A psychological interpretation*. Henry Holt.
- Anderson, J. R. (2020). *Cognitive psychology and its implications* (9th ed.). Worth Publishers.
- Berk, L. E. (2016). *Child Development. (7th edition)*. Allyn & Bacon.
- Berk, L. E. (2019). *Exploring child and adolescent development*. Pearson
- Baron, R. A. (2005). *Psychology* (5th ed.). Prentice Hall of India Pvt. Ltd.
- Bhatia, H. R. (2005). *A textbook of educational psychology*. MacMillan.

- Bigge, M. L. (1964). *Learning theories for teachers*. Harper and Row.
- Bijou, S. W., & Dear, D. M. (1964). *Child development* (Both vols.). Appleton.
- Boring, E. G., Langfeld, H. S., & Weld, H. P. (1962). *Foundations of psychology*. Asia Publishing House.
- Cattell, R. B. (1957). *Personality and motivation*. Harcourt.
- Chauhan, S. S. (1988). *Advanced educational psychology*. Vikas Publications.
- Cole, L. E., & Bruce, W. F. (1950). *Educational psychology*. World Book Company.
- Cronbach, L. J. (1954). *Educational psychology*. Harcourt Brace.
- Crow, L. D., & Crow, A. (1948). *Educational psychology*. American Book Company.
- Griffith, C. R. (1935). *An introduction to educational psychology*. The Rinehart & Company.
- Harlock, B. E. (1976). *Developmental psychology* (4th ed.). Tata McGraw Hill Publishing Corp. Ltd.
- Hartman, G. W. (1941). *Educational psychology*. American Book Company.
- Hilgard, E. R., Atkinson, R. L., & Atkinson, R. C. (1979). *Introduction to psychology*. Harcourt Brace Jovanovich.
- Hurlock, E. B. (1972). *Child development*. McMillan Co.
- Jordan, A. M. (1942). *Educational psychology*. Henry Holt & Company.
- Judd, C. H. (1939). *Educational psychology*. Houghton Mifflin Company.
- Kakkar, S. B. (2001). *Educational psychology*. Prentice Hall of India Pvt. Ltd.
- Kundu, C. L., & Tutoo, D. N. (1988). *Educational psychology*. Sterling Publications.
- Mangal, S. K. (1993). *Advanced educational psychology*. Prentice Hall of India.
- Maslow, A. H. (1954). *Motivation and personality*. Harper and Row.
- Mathur, S. S. (1994). *Educational psychology*. Loyal Book Depot.
- Misra, G., et al. (2002). *Introduction to psychology (Part I)*. NCERT.
- Morgan, C. T. (1990). *A brief introduction to psychology*. Tata McGraw Hill.
- Santrock, J. (2010). *Educational Psychology* (5th edition). McGraw Hill.
- Sinha, A. K. (1982). *The concept of mental health in India and Western psychologies*. Kurukshetra: Vishal Publications.
- Suraj, B., & Dutt, N. K. (1978). *Mental health through education*. Vision Books Publications.
- Woolfolk, A. E., & Perry, N. E. (2015). *Child and adolescent development* (2nd ed.). Pearson.
- Woolfolk, A. E., & Usher, E. L. (2024). *Educational Psychology*. (15th ed.). Pearson.
- गुप्त, एस. पी., & गुप्त, ए. (2022). *उच्चतर शिक्षा मनोविज्ञान*, शारदा पुस्तक भवन.
- सिंह ए. के. (2017). *शिक्षा मनोविज्ञान*, भारती भवन प्रकाशन.
- मंगल, एस. के. (2009). *शिक्षा मनोविज्ञान*, प्रेन्टिस हाल इंडिया लर्निंग प्राइवेट लिमिटेड.

Sociological Foundations of Education

Course Code	TEM 706	Credits	4
L + T + P	3+1+0	Course Duration	One Semester
Semester	II	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Human Values, society and education, Constitutional values		
Methods of Content Interaction	(Lecture, Group discussion; self-study, seminar, presentations by students, individual and Group Drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

This course will enable the prospective teacher educators:

- To acquaint the students with the basic understanding of sociology of Education.
- To make the students aware about significance of culture, social system in education.
- To make the students aware about the importance of social structure in education.
- To make the students understand the relationship of education and social processes.
- To help the students acquaint with various issues and concerns of education in contemporary society.

Course Learning Outcomes:

After completion of the course the students will be able to:

- CO1: Explain the concept of social perspective of education.
- CO2: Analyze the role of culture and social system in educational context.
- CO3: Identify various social factors responsible for educational access and success.
- CO4: Explain about socio-cultural processes of education.
- CO5: Examine various contemporary educational issues and concerns in education.

Mapping of Course Outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO7	PO8	PO 19	PO 21
CO1	√		√	√		√			√	
CO2		√	√	√			√	√		
CO3	√	√	√	√	√	√			√	√
CO4	√		√	√	√			√		√
CO5	√	√	√		√		√	√		

Course Contents:

Unit 1: Sociology of Education

- Origin and development of sociology of education
- Liberal Perspectives of Education (Althusser, Gramsci, Ivan Illich)
- Methods of Study in Sociology of Education

Unit 2: Education, Culture and Social system

- Theoretical perspectives on education as a social system: Structural-Functional School, Conflict School, Symbolic Interactionism
- Culture: Functional characteristic, cross culture transmission
- Influence of Socio-Cultural Diversity on education
- Recent Challenges of Cultural Diversity for Education

Unit 3: Education and Social Structure

- Conceptualizing Social Stratification: Social Differentiation and Social Inequality
- Education and Social Stratification (Concept, Theories and Types of Social Stratification, Education and Social Stratification)
- Education and Social Mobility Concepts, Theories and Types of Social Mobility, Education and Social Mobility, Discourse on Social Mobility and Education

Unit 4: Concerns and Issues in Education

- Dimensions of schooling - socio-spatial; rural-urban, caste, and ethnicity
- Schooling as Socio-Cultural Process (Different Theoretical Perspectives)
- Social equity and educational opportunities
- Student Movement in Indian Education

Assignment/Practicum/field work:

- Group presentations/ discussion on any relevant and emerging issues related to education and society in India.
- Sociological study of educational institution as social sub system
- Critically evaluate the role of social capital in your own educational journey.
- In Indian social context chances to complete elementary education successfully heavily depends on individual's class, caste, and gender. Critically evaluate this statement in terms of the status of elementary education.
- Write at least five hidden curricular practices of any educational institution you have attended with support hegemony.

Suggested Readings:

- Apple, M. (1979). *Ideology and curriculum*. Routledge & Kegan Paul.
- Apple, M. W. (1988). *Teachers and texts: A political economy of class and gender relations in education*. Routledge.
- Giddens, A. (1990). *Sociology*. Polity Press.
- Gupta, D. (1991). *Social stratification*. Oxford University Press.
- Kumar, K. (2014). *Politics of education in colonial India*. Routledge.
- Nambissan, G. B., & Rao, S. (2012). *Sociology of education in India: Changing contours and emerging concerns*. Oxford University Press.
- Pathak, A. (2002). *Social implications of schooling: Knowledge, pedagogy, and consciousness*. Rainbow Publishers.
- Sarangapani, M. P. (2003). *Constructing school knowledge: An ethnography of learning in an Indian village*. Sage.
- Sharma, K. L. (1994). *Social stratification and mobility*. Rawat Publications.
- Shukla, S., & Kumar, K. (Eds.). (1985). *Sociological perspectives in education*. Chanakya Publication.
- मिश्र, उ. (2014). शिक्षा का समाजशास्त्र. अनुभव पब्लिशिंग हाउस.
- शुक्ल, एस. सी. और कुमार, के. (संपा.) २००८. शिक्षा का समाज शास्त्रीय सन्दर्भ. (अनु.) एम. सी. डोनिया. ग्रन्थ शिल्पी.
- कुमार, के. (1998). शैक्षिक ज्ञान और वर्चस्व. ग्रन्थ शिल्पी.
- कुमार, के. (2007). मेरा देश तुम्हारा देश – भारत और पाकिस्तान के स्कूली इतिहास में स्वतंत्रता संघर्ष. राजकमल प्रकाशन.

Curriculum Studies and Assessment

Course Code	TEM 707	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semesters
Semester	II	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core		
Nature of the Course	Theory		
Methods of Content Interaction	Lecture, Tutorials, Group Discussion, Self-Study, Projects and Assignments, Panel Discussion followed by workshops and seminar presentation		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Outcomes

The course will enable the prospective teacher educators to:

- Develop a conceptual understanding of Curriculum and assessment.
- Orient with different teaching strategies to cater the needs of diverse the prospective teacher educators
- Analyze the various issues to inclusive education.
- Demonstrate an overview of policy interventions for inclusive education.
- Gain insight into the role of different educational stakeholders in inclusive education

Expected Learning Outcomes:

After the completion of the course prospective teacher educators will be able to:

CO1: Understand the concept of curriculum.

CO2: Explain various issues in assessment and evaluation.

CO3: Implement trend in assessment and evaluation for examine the learner.

CO4: Differentiate the use of various assessment tools.

CO5: Execute various data analysis technique for reporting learner performance.

Mapping of Course outcomes

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO3	PO15	PO16
CO1	√						√		√
CO2	√			√		√			
CO3			√		√		√	√	√
CO4	√			√				√	
CO5			√			√			√

Course Content:

Unit 1: Basics of Curriculum Development

- Curriculum- Concept, types and Ideology
- Philosophical, Psychological and Sociological basis of curriculum
- Development of curriculum – Historical perspective
- Principles of curriculum construction, Models of curriculum, Cross curricular issues.

Unit 2: Curriculum Evaluation

- Curriculum Evaluation- Concept
- Different Models of Curriculum Evaluation
- Curriculum Frame work- Concept and Analysis of latest Curriculum Frame work
- Research issues in Curriculum Studies.
- Role of Regulatory Bodies of teacher education in curriculum development

Unit 3: Basics of Educational Assessment and Evaluation

- Educational Assessment and evaluation- Concept, Scope and its importance
- Bloom's Taxonomy of Educational Objectives & its role in assessment
- Brief review of Standardized tools: Intelligence, Personality, Creativity
- Standard Scores: Calculation of Z and T scores
- Norm-referenced and criterion-referenced test, prognostic, ipsative, diagnostic, formative and summative assessment, assessment for/of/as/in learning
- Feedback – concept, methods and importance

Unit 4: Assessment & Construction of Tools

- Characteristics of a Good Tool: Reliability, Validity - Concept, and methods of estimation;
- Norms: concept and types
- Achievement Test and Attitude Scale- Steps of construction and standardization
- Trends in assessment: CBCS, Self-assessment, Peer Assessment and Tutor assessment, Wholistic Assessment, Examination - on demand, On – line examination, Grading- concept and types
- Research Issues in educational assessment evaluation.

Practicum: At least one of the followings

- Critical analysis of different curriculum framework of primary, secondary and higher secondary schools
- Designing curriculum as per the local needs
- Preparing activity-based learning materials in different subjects (Language, Mathematics, Science & Social Science) at the secondary school level
- Comparing the curricular focus in a specific area of learning at local level, state level and international level.
- Development of standardized achievement test.

- Any other relevant activities

Suggested Readings:

- Apple, M. (1979). *Ideology and curriculum*. Routledge & Kegan Paul.
- Arora, G. L. (1998). *Curriculum and quality in education*. NCERT.
- Bobbitt, F. (1924). *How to make a curriculum*. Houghton Mifflin Co.
- Bloom, B. S., Hastings, J. H., & Madaus, G. F. (1971). *Handbook on formative and summative evaluation of student learning*. McGraw Hill.
- Caswell, H. L., & Campbell, D. S. (1935). *Curriculum development*. American Book Co.
- Denis, L., et al. (1978). *Theory and practice of curriculum studies*. Routledge and Kegan Paul.
- Dewey, J. (1902). *The child and the curriculum*. University of Chicago Press.
- Doll, R. C. (1986). *Curriculum improvement: Decision making process*. Allyn and Bacon Inc.
- Ebel, R. L., & Frisbie, D. A. (1986). *Essentials of educational measurement*. Prentice Hall.
- Freeman, F. S. (1976). *Theory and practice of psychological testing* (3rd ed.). Oxford & IBH Pub. Co.
- Giles, H. H., McCutchen, S. P., & Zechiel, A. N. (1942). *Exploring the curriculum*. Harper and Brothers.
- Guilford, J. P. (1954). *Psychometric methods*. McGraw Hill.
- Kelley, A. V. (1977). *Curriculum theory and practice*. Harper and Row.
- Miller, M. D., Linn, R. L., & Gronlund, N. E. (2009). *Measurement and assessment in teaching* (10th ed.). Pearson Education Inc.
- National Council of Educational Research and Training. (1984). *Curriculum and evaluation*. NCERT.
- National Council of Educational Research and Training. (2000). *National curriculum framework for school education*. NCERT.
- National Council of Educational Research and Training. (2005). *National curriculum framework-2005*. NCERT.
- National Council for Teacher Education. (2009). *National curriculum framework for teacher education*. NCTE.
- Oerr, J. F. (Ed.). (1968). *Changing the curriculum*. University of London Press.
- Ornstein, A. C., & Hunkins, F. P. (1993). *Curriculum foundations: Principles and issues*. Allen & Bacon.
- Sais, R. S. (1976). *Curriculum principles and foundations*. Thomas Y. Crowell Company.
- Singh, A. K. (1986). *Tests, measurement and research methods in behavioural sciences*. McGraw Hill.
- Taba, H. (1962). *Curriculum development: Theory and practice*. Brace and World.
- गुप्ता, एस. पी. व गुप्ता, ए. (2022). आधुनिक मापन व मूल्यांकन. शारदा पुस्तक भवन.
- भार्गव, एम. व गुप्ता, आर. (2014). शिक्षा में मापन व मूल्यांकन. शारदा पुस्तक भवन

Educational Technology and ICT

Course Code	TEM 708	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	II	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Course		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Knowledge and skill of technology, Classroom teaching learning		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

The course will enable the prospective teacher educators to:

- To acquaint the students with the development in the field of Technology.
- To make the students aware about the recent development in ICT.
- To help the students in developing technical aptitude.
- To make the students acquainted with the role of international organizations in Education.
- To make the students understand about different factors, approaches and methods of Comparative education
- To help the students in understanding the current trends and challenges in education system of different countries.
- To Explain the different types of open educational resources (OER).

Course Learning Outcomes:

After completion of the course, the prospective teacher educators will be able to:

- CO1:** Define the concepts of educational technology and teaching.
CO2: Explain the models of development of instructional design.
CO3: Elaborate learning technologies.
CO4: Explain the basic features of different models of teaching.
CO5: Describe the different approaches of ICT integration in education.
CO6: Elucidate the open and distance education system.

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO9	PO21
CO1	√				√				√
CO2			√			√	√		
CO3		√				√		√	√
CO4		√						√	
CO5		√		√				√	
CO6		√			√		√		

Course Contents:

Unit I- Fundamentals of Educational Technology

- Meaning, Nature and forms of Educational Technology (ET)
- Approaches to ET – Hardware, Software & System analysis
- Concept of E-Inclusion, Application of Assistive technology in E-learning
- Social learning through ICT: concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, Podcast.
- Virtual Reality, Augmented Reality, Artificial Intelligence
- Digital initiatives in higher education.
- Online digital behaviour: Ethical Issues for E-Learner and E-Teacher

Unit II – Learning Technology

- Programmed Learning: concept & development of Programmed Learning Material, Styles of Programming: Linear, Branching and Mathematics,
- Instructional Design: Meaning & Type; Models of Development of Instructional Design- ADDIE, Dick and Carey Model, Gagne's Nine Events of Instruction.
- Instructional Design in E-Learning: Phases of Designing e-Learning Courses
- Approaches to e-learning: Synchronous, Asynchronous, Blended learning, Flipped classroom, and Mobile learning.
- Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&M IS Success Model, 2003),
- Online Assessment Tools, Virtual classrooms

Unit III – Teaching Technology

- Teaching: meaning & characteristics, Difference between Teaching & Instruction
- Stages of Teaching: Pre-active, Interactive and Post-active;
- Teaching at different Levels: Memory, Understanding and Reflective.
- Modifications of Teaching Behaviour: Micro teaching, Simulation, Lesson study
- Models of Teaching: Concept, Components and Families (Advance organizer, Jurisprudential, Concept Attainment)

Unit IV – Information and Communication Technology in Education

- Information and Communication Technology: concept, nature, and scope
- Application of ICT in Education: Concept: CAI, CAL, CBT, and CML
- Teleconferencing: Concept & its type
- Open Education Resources and Creative Commons License: concept and application
- Communication: Meaning, types, process, characteristics and Barriers to effective communication.
- ODLS – Concept, definitions and characteristics, criterion of openness, different stages/ models of distance education, learning resource in ODL, student support services, evaluation strategies in ODLS.

Practicum/ Suggested Activities

- Comparative study of ICT syllabus of school education and teacher education of various organizations
- Developing a e-content on any selected topic for using open sources and proprietary software
- Develop a webquest on any selected topic
- Identify a virtual field trip in your area of specialization and organize a virtual field trip

- Field visit to the EDUSAT center and take part in teleconferencing
- Visit to local ICT laboratories of educational institutions
- Review of ICT labs (plans and equipments/resources) in school from internet
- Developing an electronic assessment portfolio
- Creating account in teachertube/slideshare and sharing your video/powerpoint. View and comment on others contributions
- Developing an educational blog in www.blogger.com, www.wordpress.com, or www.edublog.com
- Critical analysis of learning resource which is existing on webs
- Critical analysis of National Mission on Education through Information and Communication Technology
- Critical analysis of National Policy on Information and Communication Technology (ICT) in School Education (2012).
- On Indian Govt. ICT initiative - SWAYAM, DIKSHA, NISTHA, SWAYAM-Prabha, ePathashala, ePM Vidhya etc.
- Any other relevant activity

Suggested Readings

- Aggarwal, J. C. (2009). Essentials of education technology. Vikash Publishing House.
- Chauhan, S. S. (2011). A text book of programmed instruction (2nd ed.). Sterling Publishers Pvt Ltd.
- Dahma, O. P., & Bhatnagar. (2002). Education and communication for development. Oxford & IBH Publishing Company.
- Das, R. C. (1992). Educational technology: A basic text. Sterling Publishers Pvt. Ltd.
- Das, R. C. (2006). Educational technology: A basic text. Sterling Publishers Pvt. Ltd.
- Dasgupta, D. N. (2005). Communication and education. Pointer Publishers.
- Ghosh, P. P. (2005). Modern educational technologies. Aavishkar Publishers.
- Joyce, B., & Others. (1992). Models of teaching. Holt, Rinehart & Winston.
- Kumar, K. L. (2015). Educational technology (2nd rev. ed.). New Age International Pvt. Ltd. Publishers.
- Lal, M. (2007). Essentials of educational technology. Anmol Publications.
- Mangal, S. K. (2001). Foundation of educational technology. Tendon Publication.
- Menon, M. (2014). Wawasan Open University: Developing a fully OER based course. In S. Naidu & S. Mishra (Eds.), Case studies on OER based e-Learning. CEMCA.
- Mukhopadhyay, M. (1990). Educational technology: Challenging issues. Sterling Publishers Pvt. Ltd.
- Mukhopadhyaya, M. (1988). Educational technology year book. Sterling Publishers Pvt. Ltd.
- Rana, S. (1994). Open learning in India. Commonwealth Publishers.
- Rao, V. (1991). Educational technology. Himalayan Publishing House.
- Sareen, N. (2012). Information and communication technology. Anmol Publications.
- Saxena, J., & Saxena, M. K. (2009). ICT professional education. A.P.H Publication.
- Shelly, G., Cashman, T. J., Gunter, G. A., & Gunter, R. E. (2002). Integrating technology in the classroom. Thomson Course Technology.
- Sharma, B. M. (1994). Distance education. Commonwealth Publishers.

- Sharma, K. D., & Sharma, D. V. (1993). Open learning system in India. Allied Publishers Ltd.
- Sharma, R. A. (2002). Technology of teaching. International Publishing House.
- UNESCO. (2002). Information and communication technologies in teacher education: A planning guide.
- Venkataiah, N. (1996). Educational technology. A.P.H Publishing Corporation.
- Verma, M. (2008). Online teaching tools and methods. Murari Lal & Sons.
- Zaidi, S. F. (2013). ICT in education. A.P.H Publication.
- कुलश्रेष्ठ, एस. पी. & कुलश्रेष्ठ, ए. के. (2016). शैक्षिक तकनीकी के मूल आधार. आर. लाल प्रकाशन.



Elective Courses

Inclusive Education

Course Code	TEM 751	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	II	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Elective		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Human Values, Social and Constitutional Values, sustainable Development		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

The course will enable the prospective teacher educators to:

- develop a conceptual understanding of diversities and inclusive education.
- use different teaching strategies to cater the needs of diverse the prospective teacher educators.
- analyze the various issues of inclusive education.
- demonstrate an overview of policy interventions for inclusive education.
- explain the role of different educational stakeholders in inclusive education

Expected Learning Outcomes:

After the completion of the course prospective teacher educators will be able to:

CO 1: Explain the concepts of diversities with reference to culture, language, gender and abilities.

CO 2: Describe the meaning, need and significance of Inclusive education

CO 3: Implement appropriate teaching strategies to meet diverse needs of students in an inclusive classroom.

CO 4: Analyze the role of teachers and special educators to cater the needs of diverse the prospective teacher educators in inclusive settings.

CO 5: Aware of the key legislations and policy interventions for inclusive education.

CO 6: Critically examine the global and national commitments towards the education of the prospective teacher educators with diverse needs.

Mapping of Course outcomes

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO3	PO15	PO16
CO1	√	√			√	√			
CO2	√	√				√			
CO3		√	√	√	√		√	√	√
CO4	√			√			√	√	√
CO5	√	√		√	√	√			
CO6	√	√		√	√	√		√	√

Course Content

Unit-1: Introduction to Inclusive Education

- Diversity and Inclusive Education: Meaning, Needs, and Scope
- Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education
- Concept of Impairment, Disability and Handicap
- Shifting Models of disability: The Charity Model, The Bio-centric Model, The Functional Model and the Human Rights Model, Models of Inclusive Education

Unit-2: Policies, Programmes and Act

- International Efforts: The Universal Declaration of Human Rights 1948, the UN Convention on the Rights of the Persons with Disabilities (UNCRPD), Recommendations of the Salamanca Statement and Framework of Action, 1994; UN Conventions
- National Programmes and Policies: Indian Education Commission National Policy on Education (NPE) 1986 and POA (1992), Sarva Shiksha Abhiyaan (SSA), NEP 2020,
- Acts: Persons with Disabilities Act (1995), The Rehabilitation Council of India Act 1992 (RCI Act); The Right of Children to Free and Compulsory Education Act 2009 (RTE Act); The Rights of Persons with Disabilities Act 2016,

Unit-3: Children with Diverse Needs

- Definition, Characteristics of Children with (a) Sensory Impairment (Hearing and Visual), (b) Locomotor Disability (c) Developmental Disability (Autism Spectrum Disorder, Cerebral Palsy, Specific Learning Disability) (d) social and emotional problems (e) Gifted Students (f) children belonging to other marginalized groups
- Importance of Early Identification and Intervention: Concept & Importance
- Role of Regular Teachers and Special Educators in Developing and Enriching academic skills in Inclusive settings.

Unit-4: Utilization of Resources

- Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices,
- Role of Technology for meeting diverse needs of the prospective teacher educators: Assistive and Adaptive Technology for Diverse the prospective teacher educators, Product (Aids and Appliances)
- Parent- Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School,
- Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational,

Field Work/Project/Assignment:

1. Observe the teaching-learning processes, and infrastructure available and assess the nature of inclusive practice during the internship
2. Enlisting the barriers to promoting inclusion in school and suggestion to remove it.
3. Critically analyse the need profile of all children in a classroom to identify relationship between students' needs and their socioeconomic and educational status.
4. Study the assessment and evaluation practices being followed in a school. Critically reflect on the practices in the context of inclusive education.

5. Visit different types of special schools (Special Schools, Inclusive Schools and Rehabilitation Centers, National Institutes etc.) and write a report about them.
6. Visit of Inclusive school in the local setting.
7. Critical review of policy and practice and panel discussion by a group of students.

Suggested Readings:

- Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2014). *Exceptional children: An introduction to special education*. Prentice-Hall.
- Loreman, T., Deppeler, J., & Harvey, D. (2016). *Inclusive education: Supporting diversity in the classroom*. Routledge.
- Julka, A. (2015). *Including children with special needs: Upper primary stage*. NCERT.
- Nambissan, G. B. (1996). Equity in education? Schooling of Dalit children in India. *Economic and Political Weekly*, 31(16/17), 1011–1024. <http://www.jstor.org/stable/4404063>
- National Council of Educational Research and Training. (2006). *Position paper: National focus group on problems of Scheduled Caste and Scheduled Tribe children*. NCERT.
- National Council of Educational Research and Training. (2006). *Position paper: National focus group on education of children with special needs*. NCERT.
- Ainscow, M., Dyson, A., & Booth, T. (2006). *Improving schools, developing inclusion*. Routledge.
- Baker, E. T., Wang, M. C., & Walberg, H. J. (1998). The effect of inclusion on learning. *Educational Leadership*, 33–35.
- Burrello, N. C., Lashley, C., & Beatty, E. E. (2001). *Educating all students together: How school leaders create unified systems*. Corwin Press.
- Chadha, A. (1999). *A handbook for primary school teachers of children with learning disabilities*. Education Consultant of India Limited.
- Dolmage, J. M. (2020). *Academic ableism: Disability and higher education*. University of Michigan Press.
- Foucault, M. (2006). *Madness and civilization*. Vintage Books.
- Ghai, A. (2015). *Rethinking disability in India*. Routledge.
- Hegarty, S., & Alur, M. (2002). *Education and children with special needs*. Sage Publication.
- Jha, M. (2002). *Inclusive education for all: Schools without walls*. Heinemann Educational Publishers.
- Julka, A. (2006). *Including students and youth with disabilities in education – A guide for practitioners*. NCERT.
- Julka, A. (2012). *Index of inclusion*. NCERT.
- Loreman, T., Deppeler, J., & Harvey, D. (2016). *Inclusive education: Supporting diversity in the classroom*. Routledge.
- Pathak, P. R. (2021). *Samaveshi Shiksha (Inclusive Education)*. Kanishka Publishers.
- Ministry of Human Resource Development. (2009). *The right of children to free and compulsory education Act, 2009*. Government of India.
- Ministry of Social Justice and Empowerment. (2006). *National policy for persons with disabilities*. Government of India.
- Panicker, M. S. (2019). Disability and the politics of nomenclature. *Asian Journal of Multidisciplinary Studies*, 7(5), 89–92.
- Rehabilitation Council of India. (2005). *Annual report, 2003–04*. Rehabilitation Council of India.
- Salvia, J., Ysseldyke, J. E., & Bolt, S. (2010). *Assessment in special and inclusive education* (11th ed.). Wadsworth Cengage Learning.
- UNICEF. (2003). *Examples of inclusive education*. UNICEF ROSA.
- United Nations. (2022). *Disability-inclusive communications guidelines*. Retrieved from https://www.un.org/sites/un2.un.org/files/un_disability-inclusive_communication_guidelines.pdf
- White, W. F. (1971). *Tactics for teaching the disadvantaged*. McGraw-Hill Book Company.

Journals:

- International Journal of Inclusive Education – Taylor & Francis
- European Journal of Special Needs Education – Taylor & Francis
- International Journal of Disability, Development and Education – Taylor & Francis
- Speech Language and Hearing – Taylor & Francis
- Prospects – Springer
- The Journal of Special Education – SAGE

Websites:

- [UNESCO \(www.en.unesco.org\)](http://www.en.unesco.org)
- [Inclusive Schools Network \(https://inclusiveschools.org/\)](https://inclusiveschools.org/)
- [National Center for Learning Disabilities \(https://www.ncld.org/\)](https://www.ncld.org/)
- [TASH \(https://tash.org/\)](https://tash.org/)



Gender, School and Society

Course Code	TEM 752	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	II	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline-Based Elective		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Constitutional Value, Gender Inclusion		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, workshop, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

The course will enable the prospective teacher educators to:

- To acquaint the students with the basic concepts related to gender
- To make the students understand the process of construction of gender
- To help the students understand gender and its relationship with different kinds of works
- To acquaint the students with different laws and policies framed to support women and transgender people
- To make the students understand the intersectionality of gender with other constructs.
- To help the students in understanding the gendered nature of education.
- To help the students develop a Gender Perspective

Course Learning Outcomes:

After completion of the course the students will be able to:

CO1: Understand and differentiate among different types of feminist theories

CO2: Explain the process of the social construction of gender

CO3: Analyse the intersectionality of gender with poverty, caste, class, religion, disability, and region

CO4: Identify the invisible systemic barrier that prevents women from rising to senior-level positions within an organization.

CO5: Examine the status of enrolment, dropout, and pushout factors of girls and transgender students at every level of schooling

CO6: Critically analyse the textbooks, media, and other resource materials with the gender lens

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO9	PO10	PO22
CO1	√				√		√		√
CO2			√	√					√
CO3	√		√	√		√	√	√	
CO4		√				√		√	
CO5		√		√	√			√	√
CO6		√		√		√	√		

Course Content

Unit-1: Understanding Gender

- Understanding Gender: Concepts and Lived Experience
- Patriarchy, power, resources and opportunities, gender and sex
- A brief introduction to feminist theories: Radical, liberal, psychoanalyst, socialist and Marxist. Dalit, Black, Eco-feminism, Postmodern

Unit-2: Social Construction of Gender

- Socialization in the family and at school, occupation and identity (identities largely unavailable to women such as farmer, scientist etc.) stereotypes about girls and women prevalent in the society, media and literature;
- Gender and its intersection with poverty, caste, class, religion, disability, and region (rural, urban and tribal areas); essentialized male and female identities and the introduction to third gender; discourse of LGBTQIA2S+

Unit-3: Gender and School

- Girls and transgender as the prospective teacher educators, hidden curriculum (teacher attitudes, expectations and peer culture), Epistemological Issues in mathematics, social sciences and life sciences using gender as a lens, subject choice made in Grade XI and in higher education and its relation with gender
- Gendered representations in textbooks (illustrations and text), policy interventions in school education, construct of gender in national curriculum frameworks, teacher in India: an analysis using gender as a lens.
- Feminist Pedagogy and Research Framework

Unit-4: Gender, Politics and Education

- Conceptualizing knowledge, education and schooling
- Exploring contested aims and understandings of education, knowledge and learning; idea of an educated person; how women have grappled with knowledge
- Education as a Means of Socialisation and Social Control, (re)/production and transmission of knowledge, learning and social relations, social transformation

Suggested Projects/Assignment etc.

- Analysis of films including songs, advertisements in print and electronic media.
- Analysis of folk songs, literature in different languages and myths
- An analytical study of textbooks published by different states, private publishers and NCERT.
- A study of data about girls from scheduled castes and tribes, minorities and rural backgrounds from different sources such as, enrolment in school and university at different levels, results of Grade X and Grade XII examinations and enrolment in different programmes in higher education. A critical study of schemes such as KGBV, NPEGEL, Ladli and so on.
- A comparative study of the daily routine of a girl and boy of the same family.

Suggested Reading List

- Chanana, K. (1988). *Socialization, education and women*. Nehru Memorial Museum and Library.
- Dube, L. (2000). *Anthropological explorations in gender: Intersecting fields*. Sage Publications.
- Dube, L. (1997). *Women and kinship: Comparative perspectives on gender in South and South-East Asia*. United Nations University Press.
- Beasley, C. (1999). *What is feminism: An introduction to feminist theory*. Sage.
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- Engineer, A. A. (1994). Status of Muslim women. *Economic and Political Weekly*, 29(6), 297-300.
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- Gardner, C. B. (1983). Passing by: Street remarks, address rights, and the urban female. *Sociological Inquiry*, 50, 328-356.
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- Government of India. (1975). *Towards equality: Report of the Committee on the Status of Women in India*. Department of Social Welfare.
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- Kumar, K. (2013). *Choodi bazar mein ladki*. Rajkamal.
- Patel, T. (2007). Female foeticide, family planning and state-society intersection in India. In T. Patel (Ed.), *Sex-selective abortion in India*. Sage Publications.
- Ridgeway, C. L., & Correll, S. J. (2004). Unpacking the gender system: A theoretical perspective on gender beliefs and social relations. *Gender and Society*, 18(4).
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यावत्यः शाखास्तावन्तो वृक्षाः

Economics of Education

Course Code	TEM 753	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	II	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline-Based Elective		
Nature of the Course	Theory		
Special Category of the Course	SGD, Financial inclusion		
Methods of Content Interaction	(Lectures, Tutorials, Group discussion; Self-study, Seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

This course will enable the prospective teacher educators:

- To acquaint with the basic concepts of the Economics of Education
- To orient towards the Economic Thoughts on Education
- To understand the Contribution of Education in Human Resource Development (HRD)
- To comprehend the relationship between Education and Economic Growth & Development
- To familiarize with the concepts of Educational Financing and Manpower Planning

Course Learning Outcomes:

After completion of the course, the prospective teacher educators will be able to:

CO1: Interpret Education as an Economic Good

CO2: Explain the role of education in developing human capital

CO3: Comprehend the economic impact of brain drain

CO4: Critically examine educational finance at Micro and Macro Levels

CO5: Analyze the factors affecting the supply and demand of teacher

Mapping of Course Outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO6	PO9	PO10
CO1	√					√			
CO2	√								
CO3				√			√		√
CO4		√			√			√	
CO5		√	√			√			√
CO6			√					√	

Unit I: Economics of Education - Basic Concepts

- Concept, Need, Functions, and Scope of Economics of Education
- Relationship Between Education and Economics
- Education as an Economic Good- Education as both consumption and investment

- Economic Thoughts on Education- Overview of classical, neo-classical, and modern economic theories related to education

Unit II: Human Capital and Education

- Human Capital: Concept, Need, and Importance; Economic Returns to Higher Education Signaling Theory Vs Human Capital Theory
- Concept and importance of Human Resource Development (HRD)
- Education and Population Quality
- Contribution of Education in HRD, Role of education in developing human capital and HRD

Unit III: Education and Economic Development

- Factors Affecting Economic Growth and Development, Distinctions between economic growth and development
- Contribution of Education to Economic Growth & Development
- Education and the Labour Market: Interaction between educational attainment and labour market outcomes
- Economics of Brain Drain- Causes, consequences, and economic impact of brain drain

Unit IV: Educational Financing and Manpower Planning

- Concept and Functions of Educational Financing, Agencies Financing Education
- Cost and Cost Effectiveness- Current and Capital Costs of Education, Direct and Indirect Costs, Private and Social Costs of Education, Unit Cost of Education
- Concept and Functions of Manpower Planning, Shortages on Manpower Planning- Analysis of labour market imbalances; Economics of Teacher Supply - Factors affecting the supply and demand of teachers
- Cost Benefit Analysis Vs Cost Effective Analysis in Education, Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting.

Assignment/Practicum/fieldwork:

- Review of research in Economics of Education & Specification of policy implications.
- Review of research articles in economics of education with specifications on the impact on the economy.
- Study of the Annual Budget and Economic Survey of India to identify the various aspects of educational finance.
- Any other relevant task

Suggested Readings

- Abington, C. (2010). Essays in the Economics of Education [Doctoral dissertation, Kansas State University]. <http://hdl.handle.net/2097/3872>
- Adnett, N., & Davies, P. (2002). *Markets for Schooling*. Routledge.
- Akinyemi, S. (2013). *The Economics of Education*. Strategic Book Publishing.
- Apple, M. (2004). *Ideology and Curriculum*. New York: Routledge Falmer.

- Banerjee, S. C., Duflo, E., & Linden, L. (2003). *Improving the Quality of Education in*
- Becker, G. (1993). Nobel Lecture: The Economic Way of Looking at Behavior. *Journal of Political Economy*, 101, 385-409.
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- Dee, T. (2004). *Are There Civic Returns to education?* *Journal of Public Economics*, 88, 1697-1720.
- Dixit, A. (2002). Incentives and Organizations in the Public Sector. *Journal of Human Resources*, 37, 696-727.
- Hanushek, E. A., Machin, S. J., & Woessmann, L. (2011). *Handbook of the Economics of Education*. North Holland.
- Hoxby, C. (2003). *The Economics of School Choice*. Chicago University Press.
- *India: Evidence from Three Randomized Experiments*. NBER.
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- Oreopoulos, P., & Salvanes, K. (2011). Priceless: The Nonpecuniary Benefits of Schooling. *Journal of Economic Perspectives* 25(1), 159-184.
- Prakash, S. & Choudhury, S. (1994). *Expenditure on Education: Theory, Models and Growth*. NIEPA.
- Prakash, V., & Biswal, K. (2008). *Perspectives on Education and Development*. NUEPA: Delhi.
- Psacharopoulos, G. (1996). The Profitability of Investment in Education: Concepts and Methods. Human Development and Operations Policy Working Paper No. 15280, The World Bank, Washington, DC.
- Psacharopoulos, G. (1985). *Planning of Education: Where Do We Stand?* World Bank: Washington.
- Rivkin, S., Hanushek, E., & Kain, J. (2005). Teachers, Schools, and Academic Achievement. *Econometrica*, 73, 417-458.
- Sen, A., & Dreze. (1996). *India: Economic Development and Social Opportunity*. Oxford University Press.
- Sethi, V. (1997). *Educational Development and Resource Mobilization*, New Delhi, Kanishka Publication.
- Sianesi, B., & Reenen, J. V. (2003). The Returns to Education: Macroeconomics. *Journal of Economic Surveys*, 17, 157-200.
- Tilak, J. B. G. (2006). Economics of Human Capital in India. Indian Economic Journal (89th IEA Annual Conference Volume): 3-20.
- Tilak, J. B. G. (2002). Education and Poverty. *Journal of Human Development*, 3(2), 191-207. UNDP.

- Tilak, J. B. G. (2008). Education, Growth and Development, Keynote Address. *Indian Economic Journal* (91st IEA Annual Conference Volume): 705-19.
- Toutkoushian, R.K., & Paulsen, M. B. (2016). *Economics of Higher Education*. Springer, Dordrecht. https://doi.org/10.1007/978-94-017-7506-9_1
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Third Semester

Semester-III			Total: 20 Credits
Discipline Based Core Courses			(12 + 8 Credits)
1.	TEM 709	Psychology of Learning	4
2.	TEM 710	Advanced Research Methods and Statistics in Education	4
3.	TEM 711	Pre-Service and In-Service Teacher Education	4
4.	TEM 732	Internship in Teacher Education Institutions	4
5.	TEM 733	Dissertation	4



Psychology of Learning

Course Code	TEM 709	Credits	4
L + T + P	3+1+0	Course Duration	One Semester
Semester	III	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Psychological well-being, Human Values, Indian Knowledge System, Psycho-metric assessment		
Methods of Content Interaction	(Lecture, Group discussion, self-study, seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	Semester Examination 40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

The course will enable the prospective teacher educators to:

- explain the concept of learning.
- improve their transfer of learning and transfer of learning.
- explain the constructivist approach of learning.
- foster their creativity and problem-solving ability.
- acquaint with concept and principles.
- understand the concept of motivation.

Course Outcomes:

After completion of the course the students will be able to:

CO1: Describe the nature of learning

CO2: Discuss the process of transfer of learning

CO3: Identify their learning style.

CO4: Implement constructivist approach of learning

CO5: Demonstrate creative and problem-solving ability

CO6: Explain the concepts and principles

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO6	PO18	PO21
CO1	√	√				√	√		
CO2	√	√	√			√	√		
CO3	√	√	√		√	√	√	√	√
CO4	√	√	√	√		√	√		
CO5	√	√		√	√	√	√	√	√
CO6	√	√				√	√		

Course Content:

Unit-1: Learning

- Learning – Concept and factors influencing it, Approaches (Behavioural, Cognitive, Socio-cultural)
- Learning Theories: Behaviouristic-Thorndike, Pavlov, Skinner, Hull; Cognitive-Insight, Tolman, Lewin; Social -Bandura)

Unit-2: Transfer of Learning, Constructivism and Learning Style

- Transfer of learning – Concept, Factors influencing it, Theories of transfer of learning (Mental Faculty Theory, Theory of Formal Discipline, Theory of Identical Component, Theory of Generalization, Transposition Theory, Theory of Ideals)
- Constructivist approach of learning; Learning Style

Unit-3: Motivation, Concept and Mastery Learning

- Motivation – Concept, Types of motives, Theories (Maslow, Atkinson, Weiner) Motivation and Learning, Strategies of motivation
- Concept and principles – Nature, Concept formation, Concept mapping, Factors influencing learning of concepts and principles, Mastery learning, Gagne's View on learning

Unit-4: Creativity and Problem Solving

- Creativity –Nature, Factors influencing it, Creativity and Intelligence, Theories / Approaches- The mystical Approach, The Psychometric Approach, Social psychological approach, Confluence Approach, Assessment of creativity
- Nature and Factors influencing problem solving, Concepts of Metacognition and Critical thinking.

Suggested Activities/Practicum/field work:

- Assessment of Learning style, Locus of control, Creativity, Problem Solving, Metacognition and Critical Thinking.
Administration, Scoring, Interpretation and Reporting of any two
- Organise a discussion on different connotation of learning, motivation, creativity and problem solving and prepare a report of that discussion.
- Present the recent research evidences of different area of psychology of education. Prepare a PPT on those research evidences and present in the classroom.

Suggested Readings:

- Aggarwal, J. C. (2012). *Educational psychology*. Shipra Publications.
- Allport, G. W. (1937). *Personality: A psychological interpretation*. Henry Holt.
- Bigge, M. L. (1964). *Learning theories for teachers*. Harper and Row.

- Bijou, S. W., & Dear, D. M. (1964). *Child development* (Both vols.). Appleton.
- Boring, E. G., Langfeld, H. S., & Weld, H. P. (1962). *Foundations of psychology*. Asia Publishing House.
- Cattell, R. B. (1957). *Personality and motivation*. Harcourt.
- Cole, L. E., & Bruce, W. F. (1950). *Educational psychology*. World Book Company.
- Cronback, L. J. (1954). *Educational psychology*. Harcourt Brace.
- Crow, L. D., & Crow, A. (1948). *Educational psychology*. American Book Company.
- Griffith, C. R. (1935). *An introduction to educational psychology*. The Rinehart & Company.
- Hartman, G. W. (1941). *Educational psychology*. American Book Company.
- Hilgard, E. R., Atkinson, R. L., & Atkinson, R. C. (1979). *Introduction to psychology*. Harcourt Brace Jovanovich.
- Hurlock, E. B. (1972). *Child development*. McMillan Co.
- Jordan, A. M. (1942). *Educational psychology*. Henry Holt & Company.
- Judd, C. H. (1939). *Educational psychology*. Houghton Mifflin Company.
- Mangal, S. K. (1993). *Advanced educational psychology*. Prentice Hall of India.
- Maslow, A. H. (1954). *Motivation and personality*. Harper and Row.
- Morgan, C. T. (1990). *A brief introduction to psychology*. Tata McGraw Hill.
- Santrock, J. (2010). *Educational psychology* (5th ed.). McGraw Hill.
- Woolfolk, A. E., & Perry, N. E. (2015). *Child and adolescent development* (2nd ed.). Pearson.
- Woolfolk, A. E., & Usher, E. L. (2024). *Educational psychology* (15th ed.). Pearson.
- गुप्त, एस. पी. एवं गुप्त, ए. (2022). *उच्चतर शिक्षा मनोविज्ञान*, शारदा पुस्तक भवन, इलाहाबाद.
- सिंह ए. के. (2017). *शिक्षा मनोविज्ञान*, भारती भवन प्रकाशन.
- मंगल, एस. के. (2009). *शिक्षा मनोविज्ञान*, प्रेन्टिस हल इंडिया लर्निंग प्राइवेट लिमिटेड.

QUOT RAMI TOT ARBORES

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Advanced Research Methods and Statistics in Education

Course Code	TEM 710	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	III	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Skill based		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives

This course will enable the prospective teacher educators to:

- Understand the Nature of Data.
- Apply Parametric Inferential Statistics for Data Analysis
- Use Non-Parametric Inferential Statistics for Data Analysis
- Apply Qualitative Data Analysis
- Use of Software for Data Analysis

Expected Learning Outcomes:

After the completion of the course prospective teacher educators will be able to:

- CO1:** Differentiate between the qualitative and quantitative nature of data.
- CO2:** Represent the data graphically.
- CO3:** Apply advanced correlation techniques in educational research.
- CO4:** Apply parametric and non-parametric statistics for analysing the data
- CO5:** Critically evaluate and interpret the result of the analysis of data.
- CO6:** Appreciate role of advanced research methodology in education

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO9	PO10	PO22
CO1	√				√				√
CO2			√			√			√
CO3	√	√				√		√	
CO4		√						√	
CO5		√		√				√	
CO6		√			√		√		

Course Contents:

Unit-1: Qualitative Research Approach

- Qualitative Research Paradigm
- Approaches to Qualitative Research:
 - Narrative Research: Definition, Types and Procedure for conducting research
 - Phenomenological Research: Definition, Types and Procedure for conducting research
 - Grounded Theory Research: Definition, Types and Procedure for conducting research
 - Ethnographic Research: Definition, Types and Procedure for conducting research
 - Case Study: Definition, Types and Procedure for conducting research
- Mixed methods approach: Concept, Types, Steps, Strength & Weakness

Unit-2: Qualitative Data Analysis

- Field Work: Gaining access, participant/ observe continuum, researching in politically charged and conflict-ridden setting, Focused Group Discussion
- Field notes: Types, forms and process of writing, Sources of qualitative data, Documents, Manuscripts, archives
- Analysing and interpreting in/of the field, Developing coding categories: context code, situation code, perspectives, social structure codes, process code, event codes, strategy code, narrative code, method code. Mechanics of working with data.
- Discourse Analysis, Thematic Analysis, Content Analysis, Qualitative Meta-analysis.
- Criteria of Qualitative Research: Authenticity, Trustworthiness, credibility, transferability, Community Voice, Critical Subjectivity and Reflexivity, Sacredness.

Unit-3: Parametric Statistics

- Inferential Statistics- Meaning, Concept, and Application in Educational Research
- Parametric Test
- Sampling Distribution, Central limit Theorem, Sampling Error, Standard Error, Level of Significance, Confidence Intervals
- Testing of Hypothesis, Type-I and Type-II errors, Degree of Freedom, Power of the test, One-Tailed and Two-Tailed Test
- Significance of Mean and Correlation.
- Significance of Difference Between two Mean (t-test)
- Analysis of Variance (ANOVA)-F test.
- Analysis of Co Variance (ANCOVA)

Unit-4: Non-Parametric Tests, Correlation & Regression

- Chi-Square Test
- Mann Whitney U-Test, Kruskal-Wallis test
- Methods of Correlation: Biserial, Point Biserial, Tetrachoric and Phi-coefficient of Correlation
- Regression and Prediction

Practicum / Suggestive Activities:

- Presentation of data in tabular form, its graphical representation and computation of all measures of central tendencies, variability, and relationship.

- On a given data applying NPC for solving different kinds of research problems.
- Use of t-test, ANOVA, and ANCOVA for data analysis (manually and digitally).
- Preparing research designs of different types to formulate regression equations and to predict on their basis (manually and digitally).
- Use of Chi-Square Test, Sign Test and Median Test, Mann-Whitney U-Test and Kruskal-Wallis H Test for data analysis (manually and digitally).
- Use of Factor Analysis (Manually and digitally).
- Analyze the data qualitatively by doing Content analysis, Trend analysis, using corroborative evidence, and using secondary data in historical and descriptive research (manually and digitally).
- Any other relevant activity

Suggested Readings:

- Best, J. W., & Kahn, J. V. (2008). *Research in education* (10th ed.). Prentice Hall.
- Garrett, H. E. (1988). *Statistics in psychology and education*. Vakils, Feiffer & Semen's Ltd.
- Gupta, S. P., & Gupta, A. (2013). *Statistical methods in behavioural sciences*. Sharda Pustak Bhawan.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage.
- Siegal, S. (1956). *Non-parametric statistics for behavioural science*. McGraw Hill.
- Asthana, H. S., & Bhushan, B. (2007). *Statistics for social sciences*. Prentice Hall of India.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publications.
- Conover, W. J. (1971). *Practical non-parametric statistics*. John Wiley & Sons.
- Gibbons, J. D. (1971). *Non-parametric statistical inference*. McGraw Hill.
- Gokhar, S. C. (2009). *Statistics in education and psychology*. M.M. Publication.
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- Henry, G. T. (1995). *Graphing data: Techniques for display and analysis*. Sage.
- Keeves, J. P. (Ed.). (2006). *Educational research, methodology and measurement: An international handbook*. Elsevier.
- King, B. M., & Minium, E. W. (2008). *Statistical reasoning in the behavioral sciences*. Wiley India.
- Kothari, C. R. (2004). *Research methodology*. New Age Publications.
- Kurtz, A. K., & Mayo, S. T. (1980). *Statistical methods in education and psychology*. Narosa Publishing House.
- Popham, W. J., & Sirotic, G. (1993). *Educational statistics: Use and interpretation*. Harper and Row.
- Patton, M. Q. (1982). *Qualitative evaluation methods*. Sage Publications.
- Rajmanickam. (2001). *Statistical methods in education and psychology*. Concept Publishing Company.
- Van Leeuwen, T., & Jewitt, C. (Eds.). (2001). *Handbook of visual analysis*. Sage Publications.

Pre-service and In-service Teacher Education

Course Code	TEM 711	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	III	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core		
Nature of the Course	Theory		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

This course will enable the prospective teacher educators:

- To acquaint with the basic concepts of Teacher Education Programme.
- To orient towards Teaching institutions, systems and structures of Teacher education.
- To orient towards current issues, trends and researches in area of teacher Education.
- To be aware the challenges and opportunities emerging in Teacher Education Programme.
- To help the prospective teacher educators to acquire teaching skills and professional competencies.

Course Learning Outcomes:

After completion of the course the prospective teacher educators will be able to:

CO1: Explain the concepts of Pre-service and In-Service Teacher Education Programme.

CO2: Describe the curriculum framework of teacher Education Programme.

CO3: Apply various transactional approaches in their teaching and learning.

CO4: Critically examine the effectiveness of Teacher Education Programme.

CO5: Aware of common problems and purpose of Teacher Education Programme.

CO6: Manifest teaching skills and professional skills in their teaching and learning.

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO6	PO9	PO10
CO1	√					√			
CO2	√								
CO3				√			√		√
CO4	√	√			√			√	
CO5		√	√			√			√
CO6			√					√	

Course Contents:

Unit- 1: Structure, Curriculum and Modes of Pre-Service Teacher Education

- Meaning, Nature, and Scope of Teacher Education, Pre-Service Teacher Education: Meaning, Needs, Objectives and Scope
- Vision of Teacher Education Curriculum as envisaged in NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels
- Curriculum areas of Initial Teacher Preparation: Foundation Courses, Curriculum and Pedagogy, School Internship
- Mode of pre-service teacher education- Face-to-Face (Linear and Integrated) and Open Distance Learning: Needs and Significance

Unit- 2: Organizations of Different Components of Teacher Education Curriculum

- Characteristics of Student's Teacher as Adult Learner. The Concept of Andragogy and its Principles
- Transactional Approaches for the Foundation Courses: Expository, Collaborative, Experiential learning, Blended Approach
- Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas. Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching, Models of Teacher Education: Behaviouristic, Competency-Based and Inquiry Oriented Teacher Education
- Concept and scope of school-based practicum and internship: the existing practices, their nature, objectives, organisation and duration. Activities and experiences in pre internship, internship and post-internship

Unit-3: In-Service Teacher Education in India- Concept, structure and models

- In-Service Teacher Education: Concept, Need, and Scope. Concept and need for Continuing Professional Development of teachers: Areas of professional development. Purpose of an in-service teacher education programme: orientation, refresher, workshop, seminar and conference- their meaning and objectives
- Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC)
- Modes and Models of in-service teacher education: - Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode. - Induction, one shot, cascade, mentoring particularly action research-based approach for professional development of teachers
- Concept of Profession and Professionalism, Teaching as a Profession, Professional, Ethics of Teachers, Quality Enhancement for Professionalization of Teacher Education, Innovation in Teacher Education

Unit- 4: Planning, Organisation and Evaluation of In-Service Teacher Education

- Preliminary Consideration in Planning In-service teacher education programme (Context, Purpose, Duration, Resources and Budget)

- Designing an in-service teacher education programme: Assessment of training Needs, Formulation of Training Curriculum, Preparation of course Material
- Organising an In-Service Teacher Education Programme: Common problems faced by a teacher educator and guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation
- Effectiveness of In-service education Programmes, Impact on development of professional competencies among practicing teachers and impact on curricular practices at school level

Assignment/Practicum/field work

- Review of researches in Teacher Education & Specification of policy implications.
- Review of research articles in Teacher Education with specification of implication for Teacher Educators.
- Study of the Annual Reports of SCERT/RIE/NCERT/NIEPA to identify the various programmes for professional development of teacher educators.
- Take interview of at least 5 principals/ Teachers and analyse the data to suggest improvement in quality of training and the need for in-service training
- Visit to any Teacher Training Institutions and submission of Report
- Any other relevant task

Suggested Readings

- Bruce, R. J., et al. (2014). *Models of teaching* (9th ed.). Pearson.
- Singh, L. C. (Ed.). (1990). *Teacher education in India*. NCERT.
- Smith, B. D. (1980). *A design for a school of pedagogy*. U.S. Government Printing Office.
- Furlong, J. (2013). *Education: An anatomy of the discipline*. Routledge.
- Sahoo, P. K., et al. (Eds.). (2010). *Professionalism in teacher education*. Concept Publishing Company.
- Sahoo, P. K., et al. (Eds.). (2014). *Quality education in India* (Vols. I & II). Concept Publishing Company.
- Passi, B. K. (Ed.). (1976). *Becoming better teachers*. Sahityamudranalaya.
- Allen, D., & Ryan, K. (1969). *Microteaching*. Addison-Wesley.
- NCERT. (2006). *6th survey of research in education*. NCERT.
- Flanders, N. A. (1970). *Analyzing teaching behavior*. Addison-Wesley.
- NCTE. (2009). *Curriculum framework of teacher education*. NCTE.
- NCTE. (2014). *Norms and guidelines of teacher education programmes*. NCTE.
- NCTE. (1979). *Organisation of core teaching programme package*. NCERT.
- Bhattacharya, G. C. (2003). *Adhyapak shiksha*. Vinod Pustak Mandir. (Hindi)

Internship in Teacher Education Institutions

Course Code	TEM 732	Credits	4
L + T + P	0 + 0 + 4	Course Duration	One Semester
Semester	III	Contact Hours	120 Hours
Course Type	Discipline Based Core		
Nature of the Course	Practical/ Internship		
Special Nature/ Category of the Course	Human Values, Teaching Skill, Social Skills, Management Skill		
Methods of Content Interaction	Fieldwork, Presentation, Discussions, Workshop and seminar presentation.		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination		

Course Objectives:

This course will enable the prospective teacher educators to:

- Gain insight with practical inputs in order to provide an integrated and holistic development as a teacher.
- Inculcate the positive attitudes, values, skills and behavior related to teaching as a Profession.
- To acquaint teacher- interns about administrative and managerial practices in teaching Institutions.
- To provide experience to M.Ed. interns regarding supervision of practice teaching.
- Help the prospective teacher educators to acquire teaching skills and professional competencies.

Course Learning Outcomes:

After completion of the course the prospective teacher educators will be able to:

CO1: Analyze the efficacy of in-service teacher education practices.

CO2: Design and implement a range of curricular activities within a teacher education institution.

CO3: Organize curriculum-specific activities aligned with teacher education goals.

CO4: Discuss the diverse roles and responsibilities of teacher educators in a teacher education Institute.

CO5: Manifest teaching skills and professional skills in their teaching and learning.

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO3	PO10	PO29
CO1						√			√
CO2	√	√	√		√		√		
CO3	√		√		√	√	√		√
CO4	√		√	√	√		√	√	√
CO5		√			√			√	

Internship in Teacher Education (field based practical work) shall be mandatory part of the completion of M. Ed. programme. In order to give practical exposure to the trainee teacher educators regarding day-to-day activities of Teacher Education Institutions, a four-credit course on **Internship in Teacher Education** has been included in M. Ed. programme. To carry out this four credit course on Internship in Teacher Education, the trainee teacher educators shall involve themselves in work and activities of teacher education institutions (**In-house and external internship**) for 120 hours. This Internship in Teacher Education shall be conducted in the teacher education institutions which are recognized by NCTE and/or affiliated to a university.

Part A. Observation of Curricular Activities

- Class Room Teaching
- Micro Teaching Practice
- Model Lesson
- Assembly
- Co-Curricular Activities
- Seminar Presentation
- Student Council
- Community work
- Institutional Culture

Part B. Teaching-Learning

- Preparation of unit plans and lesson plans
- Teaching as a teacher educator & supervision of peer educator
- Giving model lessons/demonstration lessons

Part C. Assisting B.Ed. Students

- Assisting B.Ed. students in SUPW Activities
- Assisting B.Ed. students in organizing exhibitions
- Assisting B.Ed. students in organizing community work
- Assisting in lesson Planning

Part D

- Interviews of Stakeholders (pupil teachers, teacher educators, employees)
- Observation of 10 classes of regular teachers of the institution
- Observation of Institutional setup working i.e., Library, Office, Different Labs etc. and submit a report

Apart from these activities M.Ed. students shall involve in any other tasks related to secondary school Internship as decided by the Department of Education, University of Allahabad from time to time.

Assessment Guide

- Continuous Assessment Shall be done by the mentor teacher/s. End-term assessment will be done by the Board of examiner appointed by BoS.
- Students are required to maintain a reflective filed diary for all observations mentioned above and submitted at the end of the Internship.

DISSERTATION

Course Code	TEM 733	Credits	4
L + T + P	0 + 0 + 4	Course Duration	One Semester
Semester	III	Contact Hours	120 hours
Course Type	Discipline Based Core		
Nature of the Course	Practical		
Methods of Content Interaction	Fieldwork, presentation, discussions and seminar presentation.		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination		

Expected Learning Outcomes:

To enable the prospective teacher educators to:

CO1: Develop skills for writing the introductory and conceptual framework for the research report.

CO2: Develop and validate the research tool.

CO3: Develop the skills to collect the data for research.

CO4: Analyze the data and compute the result.

CO5: Develop skills of writing the data analysis and result for the research report.

CO6: Present the report of research work and its findings.

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO9	PO10	PO22
CO1	√				√		√		√
CO2			√			√	√		√
CO3	√	√			√	√		√	
CO4		√			√			√	
CO5		√	√	√				√	
CO6		√	√		√		√		

The M.Ed. dissertation work will be conducted as per the following modalities

A. Conduction of Dissertation Work

Dissertation is an integral part of the M.Ed. programme. The dissertation carries total 8 credits divided into semester 3 and 4. Dissertation work shall be spread in all four semesters of the M.Ed. programme as given below:

Sl. No.	Semester	Tasks
1	I Semester	Orientation towards dissertation work, Allotment of Supervisor
2	II Semester	Finalization of topic, Submission & Presentation of Research Proposal
3	III Semester	Submission of Chapter 1(Introduction), Chapter 2 (Review of Related Literature) and Chapter 3 (Research Methodology) and Viva-Voce
4.	IV Semester	Final submission of Dissertation and Viva – Voce

- (i) In the 1st Semester, the department shall organize a special orientation programme for the students regarding the dissertation and the supervisors of the students shall be allotted randomly. Student will do extensive review in their research area under the guidance of concerned supervisor.
- (ii) In the 2nd semester, student shall submit Three (03) topics of dissertation and the final topic for the dissertation shall be finalized in the beginning of second semester. The student shall prepare a synopsis of allotted dissertation topic and submit it to the concerned supervisor. The student shall also present the research proposal in an open seminar at the end of the semester.
- (iii) In the 3rd semester, student shall submit Chapter one, Two and Three of the dissertations duly signed by the concerned supervisor to the office and have to appear in viva voce in front of board of examiners approved by BOS.

B. Evaluation of Dissertation

- a) The total marks for the dissertation work shall be 100. The break-up of the points shall be as follows:

Sl. No.	Semester	Task	Marks	Assessment
1	III Semester	Synopsis / Proposal of the dissertation and Report of Chapter one, Two and Three	40	Continuous internal assessment to be done by concerned supervisor
2	III Semester	Synopsis / Proposal of the dissertation and Report of Chapter one, Two and Three and Viva Voce	60	External Board of Examiner

Fourth Semester

Semester-IV			Total: 20 Credits
Discipline Based Core Courses			(8 + 8 Credits)
1.	TEM 712	History, Economic and Political Perspectives in Education	4
2.	TEM 713	Educational Management, Administration and Leadership	4
3.	TEM 734	Arts, Sports and Yoga Education	4
4.	TEM 735	Dissertation	4
5.	Discipline Based Core Elective Course-II <i>(Any one of the following)</i>		(4 Credits)
	TEM 754	Indian Knowledge System & Education	4
	TEM 755	Guidance and Counselling	4
	TEM 756	Multilingual Education in Indian Context	4

History Economic and Political Perspectives in Education

Course Code	TEM 712	Credits	4
L + T + P	3+1+0	Course Duration	One Semester
Semester	IV	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Human Values, socio-political and historical perspectives of education		
Methods of Content Interaction	(Lecture, Group discussion; self-study, seminar, presentations by students, individual and Group Drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

This course will enable the prospective teacher educators to:

- Familiarise students with the historical growth and development of education in India.
- Raise awareness about the significance of political forces and their impact on the education system.
- Emphasise the importance of the economics of education to the students.
- Encourage students to participate in debates and discussions about the education system in India.
- Enable students to understand the impact of various global agencies on contemporary education.

Course Learning Outcomes:

By the end of the course, prospective teacher educators will be able to:

CO1: Explain different historical education reforms and expansions.

CO2: Examine the role of the state and political system in educational development.

CO3: Investigate the relationship between the market and the education system and identify various factors responsible for educational access and success.

CO4: Describe the relevance of human capital and educational skills in contemporary society.

CO5: Examine various contemporary global agencies affecting the country's educational development.

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO11	PO 25	PO 26
CO1	√		√	√		√		√	√	
CO2		√	√	√			√	√		√
CO3	√	√	√	√	√	√	√		√	√
CO4	√		√	√	√	√		√		√
CO5	√	√	√		√		√	√		√

Course Content:

Unit-1: Historical Perspective of Indian Education-

- Brief overview of education in ancient, medieval, pre independence and post-independence period
- Debates concerning indigenous systems of education; Responses to colonial education
- Brief overview of government reports written after independence in their sociohistorical context: Education Commission 1964–1966; NPE, 1986; and NEP–2020
- The state discourse of reform and expansion of education in India.

Unit-2: Political Perspective of Indian Education

- Educational provisions in Indian constitution
- Political forces and reshaping of educational curriculum
- Education and human rights
- The state as regulator of market: private investment in education
- Role of State in education under Panchayati Raj

Unit-3: Economic Perspective of Indian Education

- Human capital theory its critique and relevance
- Education as investment: public and private investments in education
- Education as merit and public good
- Education and human development.

Unit-4: Global Perspective on Education

Role international bodies in educational development:

- (UNDP, UNICEF, UNESCO, World Bank, ILO) with reference to India
- Role of education in ensuring sustainable development, Aims of education for SD, Areas of SD
- Education and GATS (General Agreement on Trade in Services)

Practicum/ Suggested Activities:

The students undertake the following tasks (in groups/individually) - Submit the presentation on any recent books related to 'educational development of Indian state' (edited/single authored) within historical and contemporary perspectives, or submit critically reviews on recent educational policy documents of Indian State.

Suggested Readings:

- Ayyar, R. V. Vaidyanathan. (1993). Educational planning and administration in India: Retrospect and prospect. *Journal of Educational Planning and Administration*, 7(2), April.
- Blaug, M. (1972). *An introduction to economics of education*. Allen Lane the Penguin.
- Chau, T.-N. (2003). *Demographic aspects of educational planning*. International Institute for Educational Planning.
- Griffiths, V. L. (1963). *Educational planning*. Oxford University Press.
- Hallack, J. (1977). *Planning the location of schools: An instrument of educational policy*. International Institute for Educational Planning.
- Hough, J. R. (1990). *Education policy: An international survey*. Croom Helm.

- Kaufman, H., & Watters, R. (Eds.). (1996). *Educational planning: Strategic, tactical, operational*. Tecnominc.
- Institute for Health Sector Development. (2005). Sector-wide approach in education. *Comparative Education*, 31(1).
- Less Bell, & Stevenson, H. (2006). *Education policy: Process, themes and importance*. Routledge.
- Livack, J., Ahmed, J., & Bird, R. (1998). *Rethinking decentralization in developing countries*. World Bank.
- Nanjundappa, D. M. (1995). Concept, approaches and techniques of decentralized planning. In B. N. Yudgandhar & A. Mukherjee (Eds.), *Readings in decentralized planning*. Concept.
- Narayan, D. (2005). Local governance without capacity building: Ten years of Panchayat Raj. *Economic and Political Weekly*, June 25, 2822-2832.
- Scheerens, J. (2000). *Improving school effectiveness*. International Institute for Educational Planning.
- Tilak, J. B. G. (1988). Cost of education in India. *International Journal of Educational Development*.
- Tilak, J. B. G. (1992). *Educational planning at grassroots*. Ashish Publications.
- UNESCO Institute for Statistics. (2001). *Education indicators: Technical guidelines*. Montreal.
- NCTE. (2009). *National curriculum framework for teacher education*. NCTE.
- NCERT. (2005). *National curriculum framework*. NCERT.
- MHRD, Government of India. (1992). *National policy on education (revised)*. New Delhi.
- MHRD. (1992). *Programme of action*. Government of India.



Educational Management, Administration and Leadership

Course Code	TEM 713	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	IV	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline-Based Core		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Indian Knowledge System, Administrative and managerial skill		
Methods of Content Interaction	(Lectures, Tutorials, Group discussion; Self-study, Seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

This course will enable the prospective teacher educators:

- To acquaint with the functions and principles of educational administration and management.
- To orient towards the approaches to educational planning.
- To understand the change management.
- To comprehend the Indian and International Perspectives of Quality in Education.
- To familiarize with the leadership models and styles.

Course Learning Outcomes:

After completion of the course, the prospective teacher educators will be able to:

CO1: Explain the cost of quality.

CO2: Interpret the need for planned change.

CO3: Comprehend the process of decision-making.

CO4: Critically examine the different types of leadership styles.

CO5: Evaluate the problems of educational finance.

CO6: Analyze the various models of change management.

Mapping of Course Outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO6	PO9	PO10
CO1	√					√			
CO2	√			√	√		√	√	
CO3				√			√		√
CO4		√			√			√	
CO5		√	√			√			√
CO6			√					√	

Course Contents:

Unit-1: Educational Administration and Management:

- Meaning, Principles, Functions and Importance
- Institutional building, POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism, Administration as a process, administration as a bureaucracy
- Human relations approach to Administration, Organizational compliance, Organizational Development, Organizational climate

Unit-2: Educational Planning and Change Management

- Approaches to Educational Planning
- Problems of Educational Finance, Sources of Income and Items of Expenditure at Secondary level
- Change Management: Meaning, Need for Planned change
- Three-Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka-yoke
- Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost-Effective Analysis

Unit-3: Educational Leadership and Decision Making:

- Meaning, nature and approaches to Educational Leadership
- Leadership Styles
- Models of Leadership- Trait, Behaviour, Contingency, Transactional and Transformational
- Decision Making at Secondary level- Concept, types and process of Decision Making

Unit-4: Concept of Quality and Quality Management in Education:

- Indian and International Perspective
- Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six Sigma
- Quality Gurus: Walter Stewart, Edward Deming, C. K. Prahlad

Assignment/Practicum/fieldwork (Seminar /Presentation/G.D.)

- Review of research in Educational Administration and Management of policy implications.
- Review of research articles in secondary education with specifications on the impact on secondary school students.
- Conduct Focus Group Discussions with the School Management Committee.
- Visit any Teacher training institute/ Secondary School and submit a Report on administration, management and leadership style.
- Any other relevant task

Suggested Readings:

- Adams, D. (2023). *Educational Leadership*. Springer. <https://doi.org/10.1007/978-981-99-8494-7>
- Ali, L. (2022). *Educational Administration and Management*. Global Net Publication.

- Antony J., & Banuelas R. (2002). Key ingredients for the effective implementation of Six Sigma program. *Measuring Business Excellence*, 6(4), 20-27.
- Arar, K., & Oplatka, I. (2022). *Advanced Theories of Educational Leadership*. Springer. <https://doi.org/10.1007/978-3-031-14510-0>
- Bhatnagar, R. P., & Agarwal, V. (2018). Educational Administration. R. Lall Publications.
- Blaug, M. (1967). Approaches to Educational Planning, *The Economic Journal*, 77(306), 262-287. <https://doi.org/10.2307/2229304>
- Blokdyk, G. (2020). *Cost of Quality: A Complete Guide*. 5STARCOoks.
- Boardman, A., Greenberg, D. H., Vining, A. R., & Weimer, D. L. (2018). *Cost Benefit Analysis: Concepts and Practice*(5th Ed.). Cambridge University Press.
- Bush, T. (2006). Theories of Educational Management. <https://files.eric.ed.gov/fulltext/EJ1066693.pdf>
- Bush, T. (2008). Models of educational leadership. In *Leadership and Management Development in Education* (pp. 9-24). Sage Publications. <https://doi.org/10.4135/9781446213605>
- Dennison, W. F. (2019). *Educational Finance and Resources*. Routledge.
- Doe, J. (2020). *Principles of Educational Management*. ERIC.
- Ehrhart, M. G., Schneider, B., & Macey, W. H. (2014). *Organizational Climate and Culture An Introduction to Theory, Research, and Practice*. Routledge.
- Foley K. (2004). *Five essays on quality management*. SAI Global Ltd.
- Geetha R. P. (2003). Growth and Financing Secondary Education in India: Trends and Issues, mimeo, National Institute of Educational Planning and Administration.
- Kingdon, G. (2014). A rigorous review of the political economy of education systems in developing countries. Institute of Education, London.
- Levin, H. M., & McEwan, P. J. (2000). *Cost-Effectiveness Analysis: Methods and Applications*. Sage Publications, Inc.
- Lobinger, S. (2019). *Change Management for Beginners*. Tim Ong.
- Mathur, S. P. (2001). *Financial Administration and Management*. The Indian Publications.
- Ministry of Education. (2023). Annual Report 2022-23. Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/Annual%20Report_2022-23_English.pdf
- Mishra, L. (2024). Academic Leadership in Higher Education in India: Needs, Issues, and Challenges. Routledge. <https://doi.org/10.4324/9781003489160>
- Mukhopadhyay, M. (2013). *Total quality management in education*. Sage Publications.
- Oakland, J. S. (1993). *Total Quality Management*. Butterworth- Heinemann.
- Patyal, V. S., & Maddulety, K. (2015). Interrelationship between Total Quality Management and Six Sigma: A Review. *Global Business Review*, 16, (6). <https://doi.org/10.1177/0972150915597607>
- Saxena, S. (2006). *Educational planning in India*. Orient Black Swan.
- Sharma, G. D. (2020). *Educational reforms in India: Issues and challenges*. Sage Publications.
- Smith, D., & Blakeslee, J. (2002). *Strategic Six Sigma*. John Wiley & Sons.
- Stringer, R. (2001). *Leadership and Organizational Climate*. Pearson.
- Yukl, G. (2010). *Leadership and management in organizations: A comprehensive review*. Pearson.

Arts, Sports and Yoga Education

Course Code	TEM 732	Credits	4
L + T + P	0 + 0 + 4	Course Duration	One Semester
Semester	IV	Contact Hours	120 Hours
Course Type	Discipline Based Core Course		
Nature of the Course	Practicum / Filed work		
Special Nature/ Category of the Course	Human Values, Aesthetic skills, social skills, Sustainable development, Health and hygiene		
Methods of Content Interaction	(Lecture, Group discussion; self-study, seminar, presentations by students, individual and Group Drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - External Viva-voce		

Course Objectives:

This course will enable the prospective teacher educators:

- To acquaint with the significance of visual and performing arts in education.
- To develop skills needed for the creation of visual and performing art work.
- To acquaint with the use of communication skills for effective teaching.
- To familiarise about significance of yoga and sports in education.
- To practice yoga for promoting holistic health and well-being.

Course Learning Outcomes:

After completion of the course the students will be able to:

CO1: Identify various art forms and their significance in education.

CO2: Create visual and performing art work.

CO3: Use communication skills for effective teaching

CO4: Explain the significance of sports and yoga in education.

CO5: Practice yoga for their holistic development.

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO4	PO9	PO13	PO25
CO1	√		√			√		√		√
CO2	√	√	√		√		√	√	√	√
CO3			√		√		√	√		
CO4	√	√		√	√	√			√	
CO5		√		√	√		√		√	√

Course Content:

Unit-1: Visual Art and Aesthetics

Theory-

- Importance of Visual Arts and its place in the curriculum.
- Overview of the works of old masters: Michelangelo, Leonardo da Vinci, Johannes Vermeer ; contemporary artists: Marcel Duchamp, Banksy, Jeff Koons, Murakami; Indian Artists and their art work: Raja Ravi Verma, Amrita Sher-Gil, Jamini Roy
- Use of different medium for creative expressions: Dry medium (pencil, charcoal, pastel and coloured pencil) and wet medium (water color, poster color, acrylic and oil paints).

Practical-

- Creating Paintings, Poster, Clay Modeling, puppet and toys.
- Preparing wall magazines.
- Making rangoli.
- Visit to museums and Art galleries

Unit-2: Performing Art & communication

Theory

- Meaning concept, types and importance of performing art
- Planning scripting and execution stages of Dramatics.
- Communication -Meaning, Importance, audio Visual Presentation
- Portfolio creation

Practical-

- Play
- Music
- Dance
- Elocution/Recitation
- Group Discussion
- Organization of Cultural programme
- Communication skill
- Mock interview
- Folk art performance

Unit-3: Health and Games

Theory

- Health and Physical fitness: Concept, Aims, Objectives, Scope and Significance
- Organization of Sports and Games
- Place of Games and sports in the curriculum

Practical

- Practices of Physical exercises
- Practices of working rules, skills/ Techniques and equipment of Indoor Games.
- Practices of working rules, skills/ Techniques and equipment of Outdoor Games (Volley Ball, Kho-Kho, Kabaddi, Badminton Foot Ball, Cricket, Hand Ball, Basketball etc.)
- Any other relevant educational games and activities related to games and sports.

Unit-4: Yoga

Theory

- Meaning concept and importance of Yoga

- Objectives and Guidelines for yogic practices
- Safety measures and precautions while performing Asanas.
- The concept of Triguna, five Yamas and five Niyams, Mudras
- Physical base of yoga: Asans, type and practices
- Pranayam: meaning, Type and practices
- Different phases of pranayam: poorak(inhalation), Kumbhak (retention), Rechak (exhalation)

Practical

- Aasan-
- Pranayam -Anulomvilom,Bhastrika,Bhramri.
- Soorya Namaskaar
- Dhyaan, Mudras

Suggestive Readings:

- Basu, R. (2004). *Public health and child survival in India: Emerging issues of equity and access*. National Institute of Health and Family Welfare.
- Bhattacharya, S. (2014). *Public health policy in India*. Orient Blackswan.
- Bhogal, R.S., & Khanna, K. (2010). *Yoga and Sports: A Complete Guide for Coaches and Athletes*. Central Council for Research in Yoga & Naturopathy.
- Brown, D. (2017). *Yoga and Physical Education*. Educreation Publishing.
- Desikachar, T.K.V. (1999). *The Heart of Yoga: Developing a Personal Practice*. Inner Traditions International.
- Ellias, B. S. (2024). *The big book of Indian art: An illustrated history of Indian art from its origins to the present day*. Aleph Book Company.
- Iyengar, B.K.S. (1966). *Light on Yoga*. Schocken Books.
- Kumar, M. (2010). *Fundamentals of visual arts* (2nd ed.). Doaba Publications.
- Kumar, S., & Lata, P. (2015). *Communication skills* (2nd ed.). Oxford University Press.
- Leavitt, G. A. (2021). *Paintings by the old masters*. Legare Street Press.
- Mukherjee, A. (2020). *Drama and art in education*. Rita Book Agency.
- Rao, K. R., & Kumar, P. A. (2017). *Drama and art in education*. Neelkamal Publications.
- Sivananda, S.V. (1988). *The Complete Illustrated Book of Yoga*. Harmony Books.
- Wexler, A. (2012). *Art education beyond the classroom: Pondering the outsider and other sites of learning*. Palgrave Macmillan.
- अम्बस्थ, आर. (2005). *क्रीडा मनोविज्ञान. खेल साहित्य केंद्र*.
- बिशनोई, उ. (2006). *योग शिक्षा. आर लाल बुक डेपो*.
- ब्रह्मचारी, डी. (1966). *योगासन विज्ञान. धीरेन्द्र योग प्रकाशन*.
- शर्मा, आर. पी., एवं शर्मा, आर. के. (2016). *शिक्षा में कला, नाटक और सौंदर्यशास्त्र (हिंदी संस्करण)*. राधा प्रकाशन।

DISSERTATION

Course Code	TEM 735	Credits	4
L + T + P	0 + 0 + 4	Course Duration	One Semester
Semester	IV	Contact Hours	120 hours
Course Type	Discipline Based Core		
Nature of the Course	Practical		
Methods of Content Interaction	Fieldwork, presentation, discussions and seminar presentation.		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination		

Expected Learning Outcomes:

To enable the prospective teacher educators to:

CO1: Develop skills for writing the introductory and conceptual framework for the research report.

CO2: Develop and validate the research tool.

CO3: Develop the skills to collect the data for research.

CO4: Analyze the data and compute the result.

CO5: Develop skills of writing the data analysis and result for the research report.

CO6: Present the report of research work and its findings.

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO9	PO10	PO22
CO1	√				√				√
CO2			√			√			√
CO3	√	√				√	√	√	
CO4	√	√	√				√	√	
CO5	√	√	√	√				√	
CO6		√			√		√		

The M.Ed. dissertation work will be conducted as per the following modalities

A. Conduction of Dissertation Work

Dissertation is an integral part of the M.Ed. programme. The dissertation carries total carries 8 credits, divided in to semester 3 and 4. Dissertation work shall be spread over all the four semesters of the M.Ed. as given below:

Sl. No.	Semester	Tasks
1	I Semester	Orientation towards dissertation work, Allotment of Supervisor
2	II Semester	Finalization of topic, Submission & Presentation of Research Proposal
3	III Semester	Submission of Chapter 1(Introduction), Chapter 2 (Review of Related Literature) and Chapter 3 (Research Methodology) and Viva-Voce
4	IV Semester	Final submission of Dissertation work and Viva-Voce

In the 4th Semester, a student shall submit the dissertation and make a seminar presentation of his/her work.

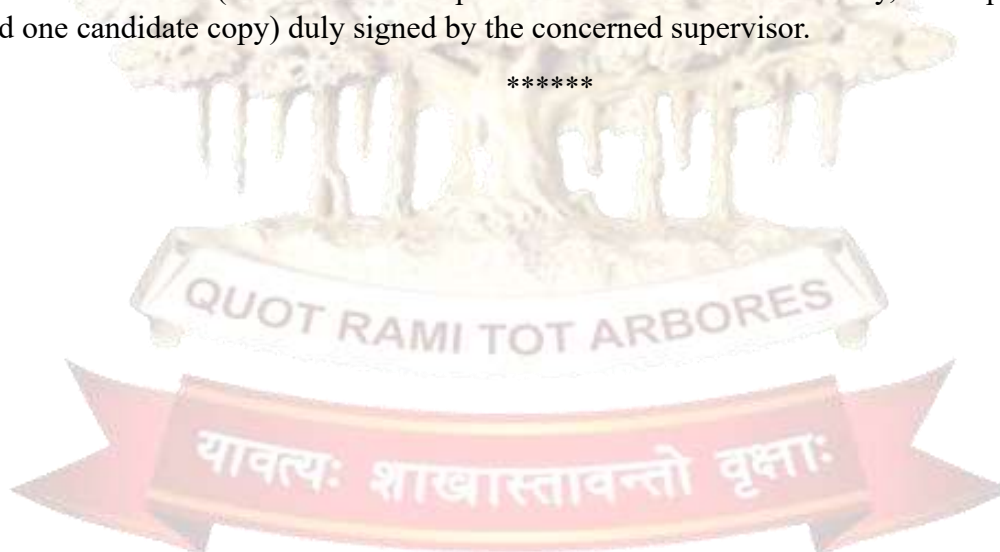
B. Evaluation of Dissertation:

Sl. No.	Semester	Task	Marks	Assessment
1	IV semester	Final dissertation report submission	40	Continuous internal assessment done by concerned supervisor
2	IV Semester	Dissertation Evaluation and Viva-Voce	60	External Board of Examiner

If M.Ed. student has published or get acceptance of his/her research paper for UGC-Care listed/ Scopus/ Peer-reviewed journals based on dissertation topic, shall be rewarded at different forums of the department.

Academic integrity shall be insured as per University of Allahabad, Prayagraj practices.

In the 4th semester, the candidate shall submit a hard copy & digital copy (word and pdf) of dissertation along with the abstract of research work (one pages). The candidate has to prepare 03 copies of dissertation (submit 02 hard copies - one for evaluation & library, one supervisor copy and one candidate copy) duly signed by the concerned supervisor.



ELECTIVE COURSES

Indian Knowledge System and Education

Course Code	TEM 754	Credits	4
L + T + P	3 + 1	Course Duration	One Semester
Semester	IV	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Elective		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Indian Knowledge System, Human Values		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

This course will enable the prospective teacher educators:

- To acquaint the students with the basic concepts of Indian Knowledge system and Education.
- To make the students aware about fundamentals of Astika and Nastika Philosophy.
- To help the students in developing understanding about Indian Pramana Siddhant.
- To make the students acquainted with Ancient Indian Gurukul System.
- To make the students understand about Ancient Indian centres for learning.

Course Learning Outcomes:

After completion of the course the prospective teacher educators will be able to:

- CO1:** Explain basic concepts of Indian Knowledge system and Education.
CO2: Describe the fundamentals of Astika and Nastika Philosophy.
CO3: Discuss the importance of Indian Pramana Siddhant.
CO4: Analyse the Ancient Indian Education System.
CO5: Discuss the importance of Ancient Indian centres for learning.

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO9	PO10	PO23
CO1	√				√				√
CO2	√		√		√	√			√
CO3	√	√				√			
CO4	√	√		√				√	
CO5	√					√	√	√	

Course content:

Unit-1: Vidya and Shiksha

- Connotation of Vidya and Shiksha
- Difference between Vidya and Shiksha on the basis of different texts.
- Vidya Tatwa in HitoPadesh, Panchatantra, Upnishadas
- Curriculum, Methods of teaching, aims of Education, Pupil- Teacher Relationship, Society and Education in ancient education system.
- Colonial impact on Indian Education System

Unit-2: Indian Philosophy: Educational Implications

- Nāstika darśana : cārvāka, jaina and bauddha darśana
- Astika darśana: nyāya-vaiśeṣika, sāmkhya and yōga, pūrvamīmāṃsā and uttaramīmāṃsā (vēdānta).
- Powers of words: abhidhā, lakṣaṇā, vyañjanā

Unit-3: Chaturdaśa vidyāsthāna-s and Ancient Indian Gurukula System

- Branches of learning in ancient India- purāṇa, dharmasāstra, six vedāṅga-s: (śikṣā, vyākaraṇa, nirukta, chanda, jyotiṣa, kalpa) and four Vedas- rigveda, yajurveda, sāmaveda and atharvaveda; : introductory information on them.
- Ancient Indian centres for learning: nālandā, takṣaśilā, vikramaśilā, valabhī, ōdantapurī, mithilā, kāncī, nādiyā, puṣpagiri, nāgārjunakōṃḍā, śāradāpīṭha (kāśmīra), ujjain, jagaddala and sōmapura.

Unit-4: Indian Pramāṇas Siddhanta

- Pratyakṣa, Anumana, Upamāna, Sabda, Arthāpatti and Anupalabdhi, Pramātā, Pramāṇa, Prameya and Pramānavad (Svātahpramāṇya and Parataḥ Pramāṇya)

Practicum/Suggestive Activities:

- Identify and reflect upon the two centres of higher learning in ancient India.
- Organise a discussion on Indian Knowledge System and Education. Write a report of that discussion reflecting upon major takeaways for the modern education system.
- What difference do you see amongst the educational implications of Astika and Nastika philosophy? Discuss and prepare a report.

Suggested Readings:

- Brubacher, J. S. (1950). *Modern philosophies of education*. Tata McGraw-Hill Publishing Co. Pvt. Ltd.
- Chatterjee, M. (1999). *Education in ancient India*. DK Print World.
- Chattopadhyaya, D. (1978). *Science and society in ancient India* (Philosophical Currents, 22). John Benjamins Publishing Co.
- Danino, M. (2016). *Educational modules: Science in ancient India*.
- Danino, M. *Educational modules: Technology in ancient India*.
- Hiriyana, M. (1949). *The essentials of Indian philosophy*.

- Keay, F. E. (2017). *Ancient Indian education: An inquiry into its origin, development, and ideals*. Andesite Press.
- Radhakrishnan, S. (2004). *Bhartiya sanskriti kuchh vichar*. Hind Pocket Books.
- Radhakrishnan, S. (2004). *Uddeshyapurna jeevan*. Hind Pocket Books.
- Singh, B. (2019). *Ancient Indian knowledge: Implications to education system*. Lambert Academic Publishing.
- Singh, S. (2017). *The educational heritage of ancient India: How an ecosystem of learning was laid to waste*. Notion Press.
- Tripathi, R. (2021). *Vāda in theory and practice: Studies in debates, dialogues and discussions in Indian intellectual discourses*. D.K. Printworld.



GUIDANCE AND COUNSELLING

Course Code	TEM 755	Credits	4
L + T + P	3+1+0	Course Duration	One Semester
Semester	IV	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Elective		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Skill based, Human Values, Indian Knowledge System		
Methods of Content Interaction	(Lecture, Group discussion; self-study, seminar, presentations by students, individual and Group Drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

This course will enable the prospective teacher educators:

- To understand the meaning, need and types of guidance.
- To get acquainted with the tools and techniques of appraisal of an individual.
- To understand the meaning, characteristics and types of counselling.
- To get acquainted with process and techniques of counselling.
- To recognize the new research trends in guidance and counselling

Course Learning Outcomes: After completion of the course the students will be able to:

CO1: Explain the meaning, need and types of guidance.

CO2: Identify and describe various tools and techniques used for appraising individuals in an educational setting.

CO3: Explain the meaning, characteristics and types of counselling.

CO4: Identify and describe various counselling techniques and their appropriate applications.

CO5: Identify and describe new research trends used in guidance and counselling.

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO4	PO7	PO13	PO18	PO19	PO28
CO1	√		√			√			√			
CO2		√	√	√	√		√	√		√	√	
CO3	√		√			√			√			
CO4	√		√	√	√		√	√		√	√	
CO5	√	√	√		√	√		√		√	√	√

Course Content

Unit-1: Meaning and Nature of Guidance

- Development of Guidance and Counselling in India

- Concept of guidance- Meaning, Nature and Need of guidance
- Types of guidance (Educational, Vocational, Personal).
- Major guidance areas- Personal, Educational, Career, Social, Health, Marital, Moral.
- Individual guidance and group guidance; advantages of group guidance.

Unit-2: Appraisal for Guidance

- Testing devices- Intelligence Tests, Achievement Tests, Aptitude Tests, Personality Inventories, Interest Inventories, Attitude Scale
- Non testing devices- Cumulative Record Card, Sociometric Techniques, Projective Techniques Rating Scale, Case Study.
- Presenting, analyzing, interpreting and reporting the data acquired through testing and non-testing devices
- Techniques of guidance- Home visits, Interview, Observation.

Unit-3: Concept, Principles and Theories of Counselling

- Meaning, Nature and Principles of counselling
- Difference between guidance and counselling
- Approaches to counselling – Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic, Person-centered Counselling (Carl Rogers).
- Theories of Counselling (Behaviouristic, Rational, Emotive and Reality)

Unit-4: Types and Approaches of Counselling

- Types -Individual and Group counselling
- Approaches to Counselling-Directive, Non-directive, Eclectic counselling
- Steps of counselling
- Qualities of effective counsellor and counselling skills
- New research trends in Guidance and Counselling

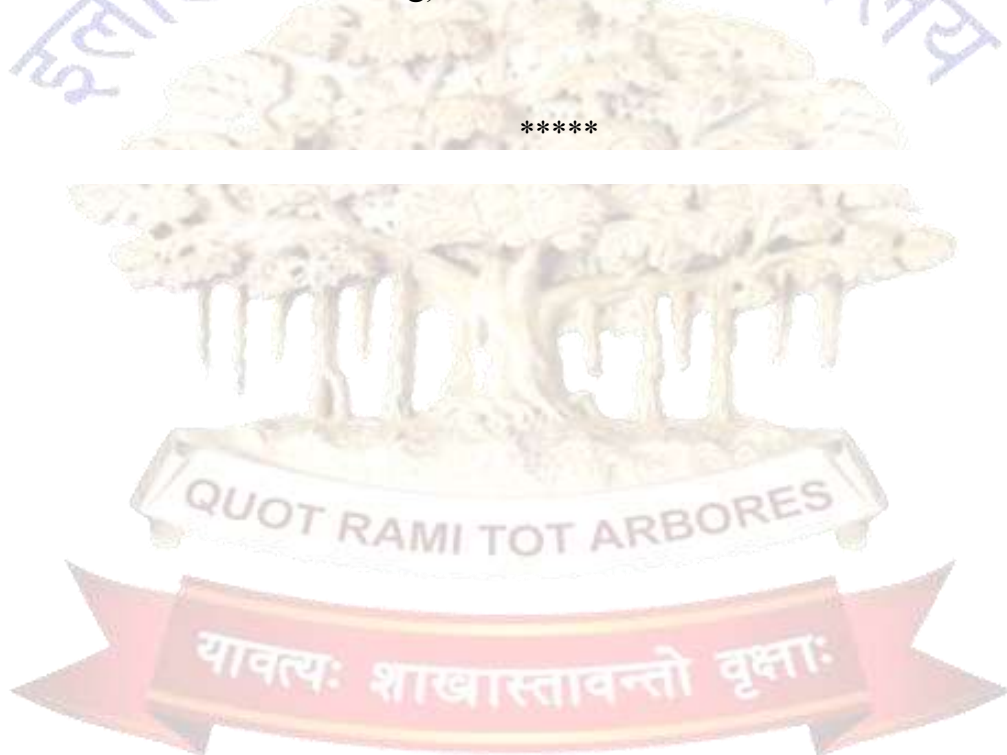
Practicum/ Suggested activities:

- Undertake a case study of a student at secondary level and assess his/her counselling needs.
- Write a detailed report on counselling services offered in a school in a local area.
- Preparation of report on importance of Guidance services
- Any other relevant activity

Suggested Readings:

- Bhatnagar, A., & Gupta, N. (Eds.). (1999). *Guidance and counselling* (Vol. I: A theoretical perspective). Vikas.
- Cormier, L., & Hackney, H. (1987). *The professional counsellor*. Prentice Hall.
- Corey, G. (1986). *Theory and practice of counselling and psychotherapy* (3rd ed.). Brooks/Cole.
- Dave, I. (1984). *The basic essentials of counselling*. Sterling Pvt. Ltd.
- Egan, G. (1994). *The skilled helper* (5th ed.). Brooks/Cole Publishing Co.
- Gazda, G. R. M. (1989). *Group counselling: A development approach*. Allyn and Bacon.
- Gibson, R. L., & Mitchell, M. H. (1986). *Introduction to guidance*. McMillan.
- Gladding, S. T. (1996). *Counselling: A comprehensive profession*. Prentice Hall Inc. of India Pvt. Ltd.

- Mallon, B. (1987). *An introduction to counseling skills for special educational needs: Participants manual*. Manchester University Press.
- Nugent, F. A. (1990). *An introduction to the profession of counselling*. Merrill Publishing Co.
- Pietrofesa, J. J., Bernstein, B., & Stanford, S. (1980). *Guidance: An introduction*. Rand McNally.
- Rao, S. N. (1981). *Counselling psychology*. Tata McGraw-Hill.
- Saraswat, R. K., & Gaur, J. S. (1994). *Manual for guidance counselors*. NCERT.
- सक्सेना राधारानी & इंदिरा रानी (2014). शिक्षा में निर्देशन और परामर्श, राजस्थान हिन्दी ग्रन्थ अकादमी.
- दवे इंदु (1983). निर्देशन के मूल आधार, राजस्थान हिन्दी ग्रन्थ अकादमी.
- भटनागर आर.पी. & सीमा रानी (2003). शिक्षा में निर्देशन और परामर्श और मनोविज्ञान, आर. लाल बुक डिपो.
- जायसवाल सीताराम (1970). शिक्षा में निर्देशन और परामर्श, विनोद पुस्तक मंदिर.
- जायसवाल सीताराम (2008). शिक्षा में निर्देशन और परामर्श (पन्द्रहवां संस्करण), अग्रवाल प्रकाशन.
- <https://ncert.nic.in/depfe/print-materials.php?ln=> (link for NCERT Modules on Guidance and Counseling)



Multilingual Education in Indian Context

Course Code	TEM 756	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	IV	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline-Based Core Elective		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Constitutional Values/ Skill		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, workshop, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

This course will enable the prospective teacher educators:

- To recognize the varied aspects of multilingualism in Indian classrooms, different processes of learning languages within and outside classroom spaces and the context specific use of languages.
- To understand the relationship between language, culture and thought.
- To understand the different multilingual education models in India
- To critically review the aims and practices of existing multilingual education models in light of their ability of democratize classrooms and use multilingualism as a pedagogic resource.

Course outcomes-

On the completion of the course Students will be able to:

CO1: Elucidate and recognize multilingualism in a classroom in terms of:

- number of languages brought to classroom by all students together,
- number of languages each student brings to class with different levels of comfort in each-
- comprehension, speaking, reading, writing, thinking context-based preference for languages.
- distinguish btw different processes of language learning in formal classroom spaces & informal spaces outside informed by differing modes of exposure to languages (academic texts, participation in social activities, via media, other cultural artefacts)

CO2: Explain the relationship between language, culture and learning as proposed by the socio-cultural learning theorists and recognize the role language not only as means of communication but an active cultural tool of mediation located in socio-cultural historical context.

CO3: Distinguish between multilingual education (MLE) approach as different from 3 language formula and Mother Tongue as Medium of Instruction.

CO4: Explain different MLE models in terms of- number of languages that the model accommodates; stages and processes whereby different languages are introduced; pedagogic practices; emphasis on transition or maintenance; early exit vs. Late exit; transitional or two-way.

CO5: Analyse distinguishes between the assimilative vs. transformative potentials of MLE practices and conceptualize MLE practices exploring transformative potentials of multilingualism.

CO6: Articulate questions around power relations between and within languages, examining whose language gets accepted as MoI and also whose language (gender, caste, region) gets identified as the standardised languages.

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO9	PO10	PO22
CO1	√	√			√				√
CO2			√	√		√			√
CO3		√				√	√	√	
CO4	√							√	
CO5		√		√		√	√	√	
CO6		√			√		√		

Course Content:

Unit-1: Multilingual Education: Concept, Aims & Models

- Multilingual Education (MLE): Meaning, aims and context (concerns regarding mismatch between home and school language; human rights perspective; threats to linguistic diversity; cognitive benefits of multilingualism)
- Models of MLE- (Transitional, Immersion and Maintenance)
- MLE models/initiatives in India- (Odisha, Andhra Pradesh, Assam, Chhattisgarh, Jharkhand and/or any other)

Unit-2: Multilingualism in India and Role of Language in Learning

- Linguistic diversity in India and the nature of Indian multilingualism
- The implications of multilingualism for Indian classrooms
- Socio-cultural perspectives on learning-concepts of tools, mediation, participation & Language as active cultural tool of mediation

Unit-3: Multilingualism in Indian Policies

- Multilingual Education – (MLE) in Indian Policy including three language formula and Constitutional Provisions for Languages.

- National Curriculum framework-2005, National Curriculum framework for School Education-2023.
- Multilingual Education – (MLE) in Indian Policy: NEP-2020.

Unit-4: MLE as Transformative Pedagogy

- Examining the scope and implication of 'bridge/transition' models of MLE
- Imagining multilingualism as a culturally sensitive pedagogic resource and its potentials for creating democratic classrooms
- Relation between language and power- why should MLE be for few? Critical pedagogy perspective.

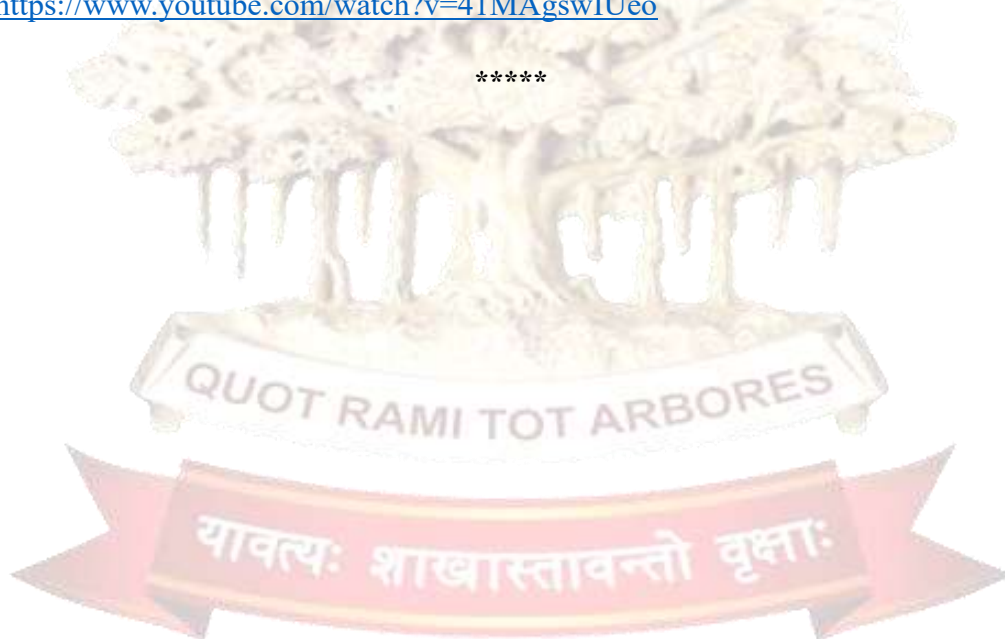
Suggestive Activities/ Practicum:

- Presentation and short write up based on language mapping (educational spaces, community contexts, etc.)
- Class participation + Reflective Journal (based on engagement with and sharing of literary texts, folk stories/songs, & ethnographic accounts, reflection of own schooling and other language related experiences).

Suggested Readings:

- Jhingran, D. (2009). Hundreds of home languages in the country and many in most classrooms: Coping with diversity in primary education in India. In A. K. Mohanty, M. Panda, R. Phillipson, & T. Skutnabb-Kangas (Eds.), *Multilingual education for social justice* (pp. 250-267). Orient BlackSwan.
- Mohanty, A. K. (2010). Languages inequality and marginalization: Implications of the double divide in Indian multilingualism. *International Journal of the Sociology of Language*, 2010(205), 131-154.
- Pattanayak, D. P. (2007). *Multilingualism in India*. Orient Longman.
- Skutnabb-Kangas, T. (1999). Linguistic diversity, human rights & the free market. In K. Miklos, R. Philipson, T. Skutnabb-Kangas, & T. Varady (Eds.), *Language: A right & a resource - Approaching linguistic human rights* (pp. 187-222). Central European University.
- Premchand. (1938). *Idgaah*. Retrieved from http://premchand.kahaani.org/2006/03/blog-post_114186257841658058.html (Hindi) & English translation of Idgah: https://archive.org/stream/Idgah-English-Premchand/idgah_djvu.txt (Translation by Kushwant Singh)
- Cole, M., & Scribner, S. (1978). Introduction. In M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds.), *Lev Vygotsky: Mind and society* (pp. 1-14). Harvard University Press.
- Mohanty, A. K., Panda, M., & Skutnabb-Kangas, T. (2009). *Why mother tongue based MLE?* National Multilingual Education Resource Consortium.
- Mohanty, A. K., Panda, M., Phillipson, R., & Skutnabb-Kangas, T. (2009). *Multilingual education for social justice*. Orient BlackSwan.
- John, S. V. (2017). Unleashing potential in multilingual classrooms: The case of Bastar in Chhattisgarh State, India. In H. Coleman (Ed.), *Multilingualisms and development: Selected proceedings of the 11th language & development conference* (pp. 181-188). BC.
- Dange, V. (2010). News from MLE, Chhattisgarh. *Swara*, 1(3), 7.

- Panda, M. (2012). 'Bridging' and 'exit' as metaphors of multilingual education: A constructionist analysis. *Psychological Studies*, 57(2), 240-250.
- Rege, S. (2016). Education as Trutiya Ratna: Towards Phule-Ambedkarite feminist pedagogic practice. In U. Chakravarti (Ed.), *Thinking gender, doing gender* (pp. 3-31). Orient BlackSwan.
- Agnihotri, R. (2009). Multilinguality and a new world order. In A. K. Mohanty, M. Panda, R. Phillipson, & T. Skutnabb-Kangas (Eds.), *Multilingual education for social justice: Globalising the local* (pp. 268-277). Orient BlackSwan.
- Agnihotri, R. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Siegruhn, & P. Pluddemann (Eds.), *Multilingual education for South Africa* (pp. 3-7). Heinemann.
- Hooks, B. (2017). Language: Teaching new worlds/new words. In *Teaching to transgress: Education as the practice of freedom* (pp. 167-177). Routledge.
- Agnihotri, R., Gupta, A. S., & Khanna, A. L. (Eds.). (2017). *Trends in language teaching*. Orient BlackSwan.
- *Multilingual Classroom* by Ramakant Agnihotri. (n.d.). Retrieved from <https://www.youtube.com/watch?v=174ULxuBM3E>
- *Scenary* by Biswa Kalyan Rath. (n.d.). Retrieved from <https://www.youtube.com/watch?v=wJ65W7zeOBU&t=27s>
- *Khamakha* (A short film by Aarti Badgi). (n.d.). Retrieved from <https://www.youtube.com/watch?v=41MAgswIUeo>



**DEPARTMENT OF EDUCATION
FACULTY OF ARTS
UNIVERSITY OF ALLAHABAD, PRAYGARAJ**



Value Added Course

S.N.	Course Code	Title of the Course
1.	EDUV01	Statistical Analysis through SPSS
2.	EDUV02	Academic Writing Skill
3.	EDUV03	Soft Skill
4.	EDUV04	Psychological Testing
5.	EDUV05	Community Service
6.	EDUV06	Digital Skill and Competencies

Modalities of Value-added Course

The Department shall offer selected non-credit value-added courses for a particular semester. Students must register/enroll themselves for the specific course(s). Upon successful completion of the individual course, students will be awarded a certificate of appreciation/completion.

Registration and Enrollment

- Students are required to register/enroll in the value-added course(s) offered for the semester.
- Enrollment procedures and deadlines will be communicated by the Department.

Attendance and Participation

- The course instructor is responsible for maintaining attendance records.
- Regular attendance and active participation are mandatory for successful completion.

Assessment and Evaluation

- The value-added course will be evaluated in 100 marks purely on internal continuous assessment.
- The course instructor will plan and implement necessary assessment strategies to evaluate students' performance.
- Assessment methods may include quizzes, assignments, projects, presentations, and other relevant activities.
- Based on the evaluation, the instructor will determine whether a student's performance is satisfactory or non-satisfactory.

Certification

- Students who achieve satisfactory performance (at least 40% marks) as determined by the course instructor will be awarded a certificate of appreciation/completion.
- Certificates will be issued at the end of the course, acknowledging the student's successful completion and performance.

Key Responsibilities

- **Course Instructor:** Keep attendance records, plan assessment strategies, evaluate student performance, and declare satisfactory/non-satisfactory outcomes.
- **Students:** Register/enroll in courses, attend classes regularly, participate actively, and complete all assessments.

Programme Fees: Rupees 500/- will be charged as programme fees in order to meet out course expenditures. Course instructor will be responsible for submitting the audited report of income and expenditure to the Finance Officer annually.

By adhering to these modalities, students can gain additional skills and knowledge, enhancing their academic and professional development.

Statistical Analysis through SPSS

Course Code	EDUV01	Credits	Non-Credit Course (4)
L + T + P	0+0+4	Course Duration	One Semester
Contact Hours	120 (P) Hours		
Course Type	Value Added Course		
Nature of the Course	Practical, Skill Based		
Methods of Content Interaction	Group discussion, Self-study, Collaborative work, Assignments, Projects or practicum, Field work, Data collection & analysis, E-resource		
Assessment and Evaluation	100% - Continuous Internal Assessment		

Course Objectives:

This course will enable the prospective teacher educators:

- Develop proficiency in organizing data in SPSS for analysis of data.
- Develop proficiency in analysing data.
- Understand the when a particular test can be applied.
- Get acquainted with statistical testing through SPSS

Expected Learning Outcomes

After the completion of the course, the prospective teacher educators will be able to:

- Operate in the two primary views in SPSS: Variable View and Data View
- Interpret descriptive statistics for continuous variables: statistics table, histogram with normal curve, and skewed distribution
- Interpret descriptive statistics for categorical variables: statistics table, bar chart, and pie chart
- Verify that the data meet the criteria for using parametric test
- Proficiently use the SPSS for parametric testing
- Proficiently use the SPSS for Non-Parametric testing
- Perform correlation and regression analysis with perfection
- Write interpretation of SPSS tables.

Course Contents

Unit-1: Basics of SPSS

- Supplemental SPSS Operations: Generating Random Numbers, Sort Cases, Sort, Select, Recode. Importing Excel Data
- Working in SPSS: Variable View and Data View
- Descriptive statistics: Graphing Data
- Item analysis: Reliability, Validity: Concurrent Validity, Predictive Validity, Construct Validity

Unit-2: Data Analysis through SPSS: Parametric Tests with Assumptions

- Co-related t-test: Comparing two samples of related/correlated/paired scores
- Independent t-test: Comparing two independent samples
- Effect size in statistical analysis: Do my findings matter?

- Analysis of variance (ANOVA): One-way ANOVA
- ANOVA for correlated scores or repeated measures, Two-way or factorial ANOVA for unrelated/uncorrelated scores
- Multiple comparisons in ANOVA: A priori and post hoc tests
- Mixed-design ANOVA: Related and unrelated variables together
- Analysis of covariance (ANCOVA)
- Multivariate analysis of variance (MANOVA)
- Discriminant (function) analysis – especially in MANOVA

Unit-3: Data Analysis through SPSS: Non-Parametric Tests

- Ranking tests: Nonparametric statistics
- Chi-Square: Goodness of Fit, Test of Independence
- Mann-Whitney U Test, Wilcoxon Test, Kruskal-Wallis Test, Friedman

Unit-4: Test of association and Relation:

- Correlation coefficients: Pearson's correlation and Spearman's rho
- Regression: Prediction with precision.

Suggested Readings:

- Abu-Bader, S. H. (2021). Using statistical methods in social science research. Oxford University Press.
- Finch, W. H., Immekus, J. C., & French, B. F. (2016). Applied psychometrics using SPSS and AMOS. Information Age Publishing, Inc.
- Harrison, V., Kemp, R., Brace, N., & Snelgar, R. (2020). SPSS for psychologists. Macmillan Education Limited.
- Howitt, D., & Cramer, D. (2017). Understanding statistics in psychology with SPSS. Pearson Education Limited.
- Jama, A. A. (2020). Statistics guide for students and researchers. Sage Publications.
- Knapp, H. (2017). Introductory statistics using SPSS. Sage Publications.
- McCormick, K., & Salcedo, J. (2017). SPSS® statistics for data analysis and visualization. John Wiley & Sons, Inc.
- Mushquash, C., & O'Connor, B. P. (2006). SPSS, SAS, and MATLAB programs for generalizability theory analyses. Behavior Research Methods, 38(3), 542–547. <https://doi.org/10.3758/BF03192794>
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- Salcedo, J., & McCormick, K. (2020). SPSS® statistics for dummies. John Wiley & Sons, Inc.
- Wagner, W. E. (2020). Using IBM® SPSS® statistics for research methods and social science statistics. Sage Publications.

Academic Writing Skill

Course Code	EDUV02	Credits	Non-Credit Course (2)
L + T + P	0 + 0 +2	Course Duration	One Semester
Contact Hours	60 (P) Hours		
Course Type	Value-added Course		
Nature of the Course	Practical		
Special Nature/ Category of the Course	Skill Based		
Methods of Content Interaction	Group based observation, Self- study, Collaborative work, Assignments, Reading Sessions, Discussion on Movies and Documentaries, Project or Presentations, Reflective Journal		
Assessment and Evaluation	100% - Continuous Internal Assessment		

Course Objectives:

The course will enable the prospective teacher educators to:

- understand academic writing style
- develop an understanding of report writings as research report, field visit report, project report, seminar report
- engage the prospective teacher educators with journalistic writing
- develop creative writing skills
- get acquainted with research ethics

Course Learning Outcomes:

After the completion of the course, the prospective teacher educators will be able to:

- analyze the concept of academic writing
- write reports as research report, field visit report, project report, seminar report
- review the books, magazines and articles
- compose poems, stories, travelogue and diary
- write articles, research papers, editorials, letters, official minutes, CV, Bio-data
- identify various issues related to writing
- cite the work of others in their own writings
- apply research ethics

UNIT-1: Academic Writing

- Academic Writing: Concept, Importance, Principles and Process
- Key terms of Academic Writing: Inter Textuality, Academic Frame, Facts and Opinion of Academic Writing, Argumentation: Arguing the thoughts.
- Types of Academic Writing - Book Writing, Chapter Writing, Dissertation and Research Paper and Articles.
- Writing Review: Book Review, Film Review, Editorials and Articles
- Writing of stories, travelogue and field diary
- Writing of Letter, official minutes, CV, Bio-data

Unit-2: Workshop on Academic Writings

- Academic Writing: Title, Abstract, Key words, Introduction, Conceptual framework, Method, Result, Discussion, conclusion, Proof reading; Collaborative writing, choosing where to publish, Guidelines for academic writing.
- General Form of Formatting of Academic Writing- Font, Spacing, Margin, Paragraph, Page Numbering and Highlighting, figure, graphs, tables.
- References & Bibliography
- Some issues in academic writing: Fabrication, Falsification, Plagiarism and gifted authorship Ghost writing.

TRANSACTIONAL STRATEGIES

The transaction will involve workshops to address the following aspects of Academic writing. Each workshop session will consist of orientation, Practice and Assignment, Presentation related to the aspects of Academic writing.

SUGGESTIVE ASSESSMENT STRETTY:

Writing an empirical research paper/ review paper below 10% plagiarism and preparing and presenting a PowerPoint seminar presentation based on the written paper.
Or any other decided by the course instructor.

Suggested Readings:

- Brown, K., & Susan, H. (2002). *Academic encounters*. Cambridge University Press.
- Carter, M., Sam, & W. (2009). *Improve your IELTS writing skills*. Macmillan Education.
- Coffin, C., Curry, M. J., Goodman, S., Hewings, A., Lillis, T. M., & Swann, J. (2005). *Teaching academic writing: A toolkit for higher education*. Routledge.
- Gangal, J. K. (2011). *Developing writing skills in English*. PHI Learning Private Ltd.
- Hartley, J. (2008). *Academic writing and publishing: A practical handbook*. Routledge.
- Lester, J. D. (1999). *Writing research papers: A complete guide* (9th ed.). Addison-Wesley Educational Publishers.
- Murray, R. (2004). *Writing for academic journals*. Open University Press.
- Murray, R., & Moore, S. (2006). *The handbook of academic writing: A fresh approach*. Open University Press.
- Oshima, A., & Hogue, A. (2006). *Writing academic English* (4th ed.). Pearson Education, Inc.
- Ramage, D. J., John, B. C., & Johnson, J. (2010). *Writing arguments: A rhetoric with readings*. Longman.
- Vallis, G. L. (2010). *Reason to write: Applying critical thinking to academic writing*. Kona Publishing and Media Group.

Soft Skills

Course Code	EDUV03	Credits	Non-Credit Course (2)
L + T + P	1 + 0 + 1	Course Duration	One Semester
Contact Hours	15 (L) + 30 (P) Hours		
Course Type	Value-added Course		
Nature of the Course	Theory and Practical		
Special Nature/ Category of the Course	Development of Soft Skills		
Methods of Content Interaction	Hands on experiences, collaborative work, group work, interactive session, etc.		
Assessment and Evaluation	100% - Continuous Internal Assessment		

Course Objectives

This course will enable the prospective teacher educator to:

- To develop advanced English proficiency in listening, speaking, reading and writing skills with ease and confidence when dealing with all academic and social situations.

Learning Outcomes:

After completion of the course the students will be able:

- To equip the students with the skills to effectively communicate in English
- To train the students in interview skills, group discussions and presentation skills
- To motivate the students to develop confidence
- To inculcate skills in students which are required for their career
- To enhance the students' interpersonal skills
- To improve the students' writing skills
- To inculcate positive attitude in students

Course Contents:

UNIT-1: Soft Skills - 1 & Practical

- Listening skills: Listening to Speeches; Conversation and Discussions
- Speaking skills: developing accuracy and fluency through individual speaking activities; pair activities; group activities for academic purposes (Mimes; Monologues; Dialogues; Group discussions; Speeches)
- Reading Skill: Reading and understanding different texts, Skimming, Scanning, Understanding text and distinguishing text style
- Writing Skills: Different forms of writing skills: Paragraph composition, Essay writing, Note taking and Note making, Prissy writing

UNIT-2: Soft Skills - 2 & Practical

- Communication skills, Body language and Etiquette,
- Group discussion skills, Interview skills, Presentation skills
- Emotional Intelligence skill,
- Time Management Skills,
- Preparation of CV

Psychometric Testing

Course Code	EDUV04	Credits	Non-credit Course (2)
L + T + P	1+0+1	Course Duration	One Semester
Contact Hours	15 (L) + 30 (P) Hours		
Course Type	Value Added Course		
Nature of the Course	Theory & Practical		
Methods of Content Interaction	Lecture-cum-demonstration, Collaborative work, Assignments, Projects or practicum, Fieldwork, Data collection & analysis and interpretation, etc.		
Assessment and Evaluation	100% - Continuous Internal Assessment		

Course Objectives:

This course will enable the prospective teacher educator to:

- develop an understanding of the nature of psychological measurement and assessment and its scope
- acquainted with techniques of psychological measurement and assessment
- develop competency in administration, score, interpretation and report of psychological Tests
- develop skills in testing the psychological constructs
- Understand the social and ethical issues involved in psychological testing

Expected Learning Outcomes

After the completion of the course, prospective teacher-educators will be able to:

- expound nature of psychological testing and its scope.
- differentiate between measurement and assessment techniques of psychological constructs.
- administer, score, interpret and reporting of different types of intelligence tests.
- administer, score, interpret and reporting of different types of personality tests.
- attributing social and ethical issues involved in psychological testing.

Course Contents

Unit-1: Psychometric Testing: Theory

- Psychological Testing: Concept, Measurement, evaluation, assessment, appraisal, Need of psychological testing in educational setup
- Tools and Techniques: Concept, Types, Merits and Demerits
 - Tools- Test, Rating scale, Questionnaire and Inventory
 - Techniques- Observation, Interview, Sociometry, self-reporting and projective techniques
- Characteristics of a good measuring tool,
- Psychological testing: Challenges & Prospect
- Social and ethical issues in psychological testing

Unit-2: Tool Construction and Standardization

- Construction of achievement test: Item analysis
- Construction of Scale, Inventory – Liker and Thurston: Item analysis
- Standardization of Test, Scale and Inventory – Reliability, Validity and Norms: Types and calculations

Practicum/ Suggestive Activity:

- Psychological Tests: Administration, Scoring, Interpretation and Reporting of Intelligence / Personality test
- Item analysis and standardization of an Achievement test and an Attitude Scale having at least 10 items each

Suggested Readings:

- Anastasi, A., & Urbina, S. (1997). Psychological testing (7th ed.). NJ: Prentice Hall
- Guilford, J. P. (1954). Psychometric methods. McGraw-Hill Book Co.
- Kaplan, R. M. & Saccuzzo, D. P. (2009). Psychological testing and assessment. Cengage Learning India Pvt. Ltd. Price,
- L. R. (2017). Psychometric method: Theory into practice. The Guilford Press.
- Singh, A. K. (2006). Tests, measurement and research methods in behavioural sciences (5th ed.). Bharti Bhavan



COMMUNITY SERVICE

Course Code	EDUV05	Credits	Non-Credit Course (2)
L + T + P	0 + 0 + 2	Course Duration	One Semester
Contact Hours	60 Hours		
Course Type	Value-added Course		
Nature of the Course	Practical/Project		
Special Nature/ Category of the Course	Value Based		
Methods of Content Interaction	Working in the Field		
Assessment and Evaluation	100% Continuous Internal Assessment		

Community Service (Field based practical work)

The students opting for this course would be required to devote at least 60 hours in the field for providing their services to the community. The tasks under the community services shall be coordinated by one teacher educator of the Department of Education, Faculty of Arts, University of Allahabad. The tasks may be carried out in collaboration of the various units of the University and the departments. The following tasks may be carried by the students under supervision of the course instructor –

- Providing welfare services & awareness programme to the villages adopted by the University or any other places decided by the department.
- Providing welfare services to the schools located in these villages
- Any other welfare activity decided by the Department of Education, UoA
- Any other relevant activities decided by course teacher.

Digital Skills and Competencies

Course Code	EDUV06	Credits	Non-Credit Course (2)
L + T + P	0 + 0 + 2	Course Duration	One Semester
Contact Hours	60 (P) Hours		
Course Type	Value-added Course		
Nature of the Course	Practical and Project		
Special Nature/ Category of the Course	Skills Based and Digital Ethics		
Methods of Content Interaction	Hands on experiences, collaborative work, group work, interactive session, etc.		
Assessment and Evaluation	100% - Continuous Internal Assessment		

Course Objectives

On completion of the course the students will be able to:

- Develop skills in using operating system tools
- Differentiate various operating system and explain main functions of the system software environment
- Use a word processor, spread sheet, drawing and presentation software skillfully and intelligently to produce various teaching learning resources for educational uses
- Develop the ability for using the locating internet resources - navigating, searching, selecting, evaluating, saving and bookmarking
- Develop skills in using Google tools i.e. Assistant, Maps, Calendar, Drive, Translate, Photo, Docs, Sheets, Slide, Classroom, Earth and Forms
- Appreciate the use emerging ICTs in improving teaching learning process.
- Develop skills in using various tools for e-Resources development
- Develop skills in using various web 2.0 and e-learning tools
- Develop the e-portfolio and assessment e-rubrics for integration in to the subject

Learning Outcomes:

After the completion of the course, student teacher-educators will be able to:

- Develop proficiency in using operating system tools.
- Develop proficiency in word processor, spread sheet, drawing and presentation software skillfully
- Develop the proficiency for using the locating internet resources - navigating, searching, selecting, evaluating, saving and bookmarking
- Develop proficiency in using Google tools i.e. Assistant, Maps, Calendar, Drive, Translate, Photo, Docs, Sheets, Slide, Classroom, Earth and Forms
- Develop proficiency in using various tools for e-Resources development
- Develop proficiency in using various web 2.0 and e-learning tools
- Develop proficiency for e-portfolio and assessment e-rubrics for integration in to the subject

Course Contents:

UNIT-1: Basic Digital Skills

- Introduction to Operating System- navigating the desktop, control panel, file manager, explorer, and accessories
- Computer Network- LAN, WAN. Internet - concept and architecture; Locating internet resources - navigating, searching, selecting, evaluating, saving, cloud computing and bookmarking
- Use of digital camera, camcorder, scanner, interactive white board, and multimedia projector for creating and using multimedia resources
- Computer security: hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and safe practices
- Management and used of Google tools: Assistant, Maps, Calendar, Drive, Translate, Photo, Docs, Sheets, Slide, Classroom, Earth, Forms and other recent tools.
- Emerging technologies: Augmented reality (AR), Virtual reality (VR), Artificial Intelligence (AI), Virtual Labs and Digital Footprint

UNIT-2: Tools for e-Resource Creation

- Basic microcomputer applications (word processing, spreadsheets, presentations, and drawing) and its educational applications
- ICT tools for Creation of e-Resources: eXe, H5P, Screencast-o- Matic, TimelineJS, Mind map using VUE, Creating video with slide presentation, Presentation tube recorder, pdf creator, file archiving, file converter and any other recent tools.
- Using conferencing tools for education: Google Meet, skype, webex, OBS etc.
- Educational use of web 2.0 technologies: e-mail, wiki, blog, podcasting, streaming, chat, social bookmarking, social networking, groups and forum
- Webquest and virtual field trips: process, and use in the classroom
- Multimedia: design, development, and authoring tools
- e-portfolio: concept, types, tools and e-portfolio rubrics

Suggested Activities: At least one of the following,

- Hands on experience in setting up a desktop PC and working with various input devices, output devices, storage devices, and display devices
- Using word processor, spread sheet, and presentation software to produce various teaching learning resources.
- Locating internet resources - navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria)
- Social bookmarking of internet resources using any social bookmarking tools
- Developing a multimedia e-content for a topic using eXe Learning
- Organize web conferencing using Google Meet, skype, webex etc
- Visit to local ICT laboratories of educational institutions
- Developing wiki educator article on assistive technology
- Developing an electronic assessment portfolio and teaching portfolio
- Creating account in teachertube/slideshare and sharing your video/powerpoint. View and comment on others contributions
- Exploring QuizMaker for Teaching-Learning
- Development of Digital Games using Scratch or Lumi

- Creating Digital Story using Olive
- Explore Google Maps
- Creating Blog using WordPress
- Creating Wiki Resources
- Create interactive videos using PlayPosit
- Create Interactive Video Lessons using TED-Ed
- Accessing Digital Resources on DIKSHA
- Creating Interactive Content with H5P
- Resources for Course Enrichment in MOODLE
- Create Interactive Quiz using ClassPoint
- Creating Animations Using Biteable
- Creating Quizz using Quizalize
- Evaluating OMR Sheets using Evalbee
- Creating Notebook in OneNote
- Digital Portfolio with Bulbapp
- Creating Concept Map using VUE
- Creating Assessment using Hot Potatoes
- Creating Animation using Wick Editor
- Screencast-o- Matic: A Tool for Creating Educational video
- Creating Interactive Slide Presentation
- Creating Infographic Using Piktochart
- Accessing ePathshala Apps for Education
- Accessing eContent in DIKSHA
- Explore Google Earth
- Creating Website using Google Sites
- Desktop Security and Secure usage of the YouTube
- Creating activities in MOODLE
- Creating 360 Degree Virtual Tour using H5P
- Creating Graphics using Canva
- Any other relevant activity

Suggested Reading

- Bharihok, D. (2000). *Fundamentals of information technology*. Pentagon Press.
- Conrad, K. (2001). *Instructional design for web-based training*. HRD Press.
- Crumlish, C. (1999). *The Internet: No experience required*. BPB Publications.
- Evant, M. (Ed.). (n.d.). *The international encyclopedia of educational technology*.
- Jain, A., Sharma, S., & Banerji, S. (2002). *Microsoft Word for beginners*. NISCOM, CSIR.
- Jain, A., Sharma, S., & Banerji, S. (2002). *Microsoft Excel for beginners*. NISCOM, CSIR.
- Jain, A., Sharma, S., & Banerji, S. (2002). *Microsoft PowerPoint*. NISCOM, CSIR.
- James, K. L. (2003). *The Internet: A user's guide*. Prentice Hall of India Pvt. Ltd.
- Lee, W. W., & Owens, D. L. (2001). *Multimedia-based instructional design: Computer-based training*. Jossey-Bass.
- Sanders, D. H. (1998). *Computers today*. McGraw Hill Book Company.
- Sarkar, S. K., & Gupta, A. K. (1998). *Elements of computer science*. S. Chand & Company.
- Saxena, S. (2000). *A first course in computers*. Vikas Publishing House Pvt. Ltd.

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- Association for Educational Communications and Technology (AECT). (n.d.). Retrieved from <http://www.aect.org/default.asp>
- British Educational Communications and Technology Agency (BECTA). (n.d.). Retrieved from <http://www.becta.org.uk/>
- Microsoft Office Online, Word 2003 Tutorials. (n.d.). Retrieved from <http://office.microsoft.com/en-us/training/CR061958171033.aspx>
- Microsoft Office Online, Excel 2003 Tutorials. (n.d.). Retrieved from <http://office.microsoft.com/en-us/training/CR061831141033.aspx>
- Microsoft Office Online, PowerPoint 2003 Tutorials. (n.d.). Retrieved from <http://office.microsoft.com/en-us/training/CR061832731033.aspx>
- The International Society for Technology in Education (ISTE). (n.d.). Retrieved from <http://www.iste.org/>
- UNESCO ICT Competencies Standards for Teachers. (n.d.). Retrieved from http://portal.unesco.org/ci/en/ev.php-URL_ID=2929&URL_DO=DO_TOPIC&URL_SECTION=201.html
- UNESCO Bangkok ICT in Education. (n.d.). Retrieved from <http://www.unescobkk.org/index.php?id=76>
- UNESCO Documents and Publications. (n.d.). Retrieved from http://unesdoc.unesco.org/ulis/cgi-bin/ulis.pl?req=2&mt=100&mt_p=%3C&by=2&sc1=1&look=new&sc2=1&lin=1&mode=e&utf8=1&gp=1&gp=1&text=ict+in+education&text_p=inc
- CIET. (n.d.). Retrieved from <https://ciet.nic.in/pages.php?id=webinar&ln=en>

